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AUTHOR Kendall, Elizabeth L.; Chenoweth, Roberta
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ABSTRACT

This activity guide is one of four supplements to be used with "Do You Read Me? Prevocational-Vocational Reading Development Activities" (ED 210 454). Each supplement deals with a different occupational category. Games, puzzles, and other activities are offered to aid in developing the word recognition, vocabulary, and comprehension skills of students in prevocational and vocational education. The subject of this supplement is service occupations. Activities are presented for the following occupational areas: (1) consumer and homemaking (child care, clothing and textiles, foods and nutrition, and housing); (2) health; (3) hospitality (food service, hotels and lodging); (4) personal service; and (5) public service (education, government service, police, and social service). Master vocabulary lists for each of the occupational areas and answer keys for the activities are appended. (DC)

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DO YOU READ ME ?

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EDUCATIONAL - VOCATIONAL

READING DEVELOPMENT ACTIVITIES

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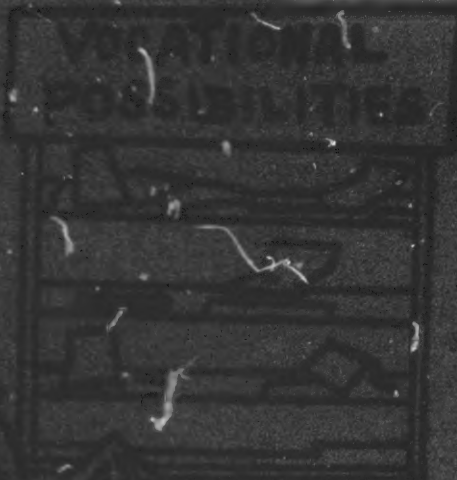
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DO YOU READ ME?

SERVICE SUPPLEMENT

Reading Development Activities Guide

Developed
by

Elizabeth L. Kendall
Roberta Chenoweth
Marshall University
Huntington, West Virginia

This material was developed through the cooperation and funds of the Bureau of Vocational, Technical and Adult Education, West Virginia Department of Education.

1980

FORWARD

Through a grant provided by the West Virginia Bureau of Vocational, Technical, and Adult Education, the Prevocational Exploration staff at Marshall University has compiled four supplements to the reading development activities guide, Do You Read Me?

Supplements have been prepared for use in Business and Office, Environmental, Industrial, and Service Areas. These materials were developed, field tested, and revised by prevocational and vocational teachers throughout the state, with the purpose of improving reading skills.

INTRODUCTION

The activities contained in this booklet comprise the Service Supplement to Do You Read Me?, and should be used in conjunction with that reading development activities teacher's guide.

Subject areas covered in this supplement are as follows:

- Consumer and Homemaking
- Child Care
- Clothing
- Foods and Nutrition
- Housing
- Health
- Hospitality
- Food Service
- Hotels and Lodging
- Personal Service
- Public Service
- Education
- Government Service
- Police
- Social Service

These activities are designed to assist prevocational and/or vocational teachers from the introduction to review of various aspects in a basic service curriculum with the purpose of improving word recognition, vocabulary, and comprehension skills. The difficulty level of these activities varies; therefore, it is necessary for each teacher to evaluate and adapt the activities for use in their particular teaching environment.

ACKNOWLEDGMENTS

The completion of the Service Supplement to the reading development activities guide, Do You Read Me?, depended upon the assistance, advice, and cooperation of many individuals and a grant by the Bureau of Vocational, Technical and Adult Education.

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Putnam County

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Dr. John Lunstrum
Language Education Program
Florida State University
Tallahassee, Florida

Dr. Fred Harrington, Coordinator
Curriculum Development
Bureau of Vocational, Technical,
and Adult Education
Charleston, West Virginia

Robert Martin, Coordinator
Career Education
Bureau of Vocational, Technical,
and Adult Education
Charleston, West Virginia

Elizabeth L. Kendall, Assistant
Project Director
Marshall University
Huntington, West Virginia

Roberta Chenoweth, Research Associate
Marshall University
Huntington, West Virginia

Debbie Burk Kiser, Artist
Dunbar, West Virginia

Debbie Basham, Typist
Marshall University
Huntington, West Virginia

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CAREERS MATCH GAME

- OBJECTIVE: To provide general career terms and students select the appropriate definitions.
- MATERIALS: A duplicated sheet for each student
- DIRECTIONS: Place the letter of the equipment in column 2 on the blank in front of the number in column 1.

- | | |
|--------------------|---|
| ___ 1. Vocational | A. Making a request |
| ___ 2. Interview | B. Having to do with some occupation |
| ___ 3. Résumé | C. Skill, practical knowledge |
| ___ 4. Experience | D. Way of making a living |
| ___ 5. Occupation | E. Person who can give information about another person |
| ___ 6. References | F. Employment |
| ___ 7. Career | G. Meeting to talk over something special |
| ___ 8. Application | H. Summary |

See Master List of vocabulary terms on page SML-1

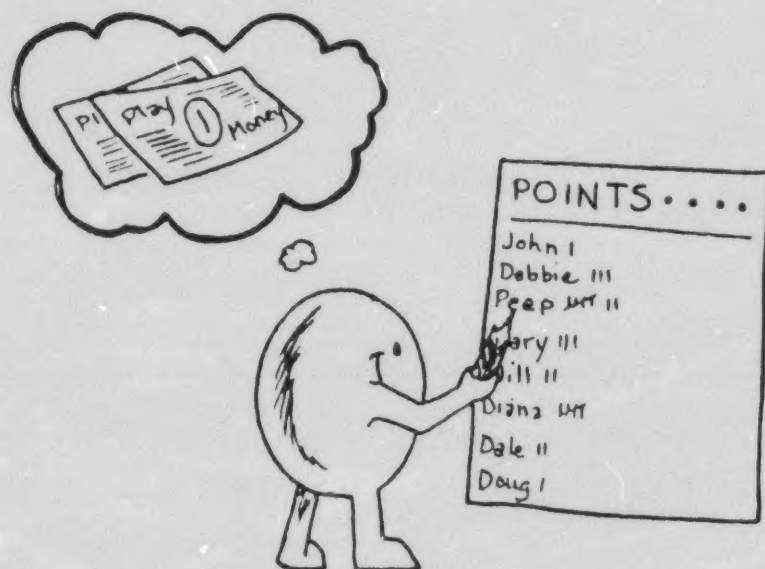
See Activity Key on Page SK-1

SERVICE CHARADES

- OBJECTIVE: To provide practice in vocabulary skills.
- MATERIALS: Word cards with names of pre-selected tools or vocabulary, (roof, door, window, floor, etc.)
- DIRECTIONS: The class is divided into several groups. A student selects one card and in front of the group must act out the word without speech. The turn rotates from team to team and at the end of a pre-determined time, the team with the highest number of points wins.
- VARIATION: The class is divided into two teams. Team A selects a student. This student draws a card from a box and represents this term or piece of equipment. Each team alternately asks questions about the term or equipment. The student answers with yes, no, sometimes. The first team who gives the term or equipment receives one point. (The instructor then decides how the points will be used).

SERVICE WORD BANK

- OBJECTIVE: To develop student's vocabulary.
- MATERIALS: Poster, play money, prizes
- DIRECTIONS: This game--which builds vocabulary--involves poster, play money, and prizes. Students learn words from vocabulary lessons, with ten points given for every ten words learned. Play money is given for each one hundred words learned. Every four or six weeks, an auction is held, during which students use their play money to bid for real prizes. (In one small town, local merchants donated prizes).



REFERENCE: TECHNIQUES for Teachers of Adults. Vol. XV, No. 4,
January, 1975.

SERVICE HOLLYWOOD SQUARES

- OBJECTIVE:** To provide for a review of information.
- MATERIALS:** Nine (9) sheets of construction paper with a large X on one side and a large O on the other side.
- DIRECTIONS:** Nine class members are chosen to act as the squares. The game is played like tic-tac-toe. The teacher or a student may act as the emcee. The selected nine class members form their chairs in three rows of three. The rest of the class split into 2 teams and select a spokesperson. One team is labeled as team X and the other is team O. The emcee will direct either spokesperson X or O to choose a star (one of the nine) to answer a question. The emcee will ask the star a question. The star may give the correct answer or make up some other answer. The spokesperson, with the help of the rest of the team, either agrees or disagrees with the star's answer. The emcee will determine whether that team gets the square or not. The star then holds up either the X or O side of the paper. The team that gets 3 marks in a row is the winner. Slow students may have to be given yes or no or multiple choice questions as they may not know the answer and will not be able to bluff effectively.
- EXAMPLES:**
1. Use the definitions of words from the unit being studied and the star names the term.
 2. Use the function of equipment from the unit being studied and the star names the equipment.

SERVICE PASSWORD

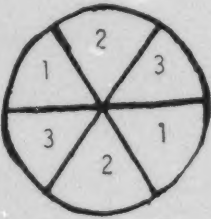
- OBJECTIVE:** To guess the mystery word from clues given by a teammate.
- MATERIALS:** Service terms, chalkboard
- DIRECTIONS:** Divide the class into 2 (two) teams of equal ability. Instruct each team to select one of its members to sit in front of the class and give clues to his teammate. Acting as moderator, instruct the first person from each team to come to the front of the room and sit in front of the chalkboard, facing the class. Write a word that relates to the service unit under study on the chalkboard. Let the two clue givers view the word along with the class (except 2 students with their backs to the chalkboard). Then erase the word and ask one clue giver to begin the game. S/he has 10 seconds to give his/her teammate a one word clue that is not a proper name. If either of these rules is violated, or if no clue is given in the allotted time, the team loses its turn. When the next clue is given, the player from the other team has 10 seconds to guess the mystery word. As long as a team answers correctly, the team can continue to play. Each team takes turns until the mystery word is guessed. The team that guessed the word is then asked to explain the significance of that word to the area of study. Any member of that team may volunteer the answer. If a correct answer is given, that team is awarded 2 points. If not, 1 point is given and 2 new members of the team are called up. The game continues to the end of the period.

CHILD CARE GO AROUND THE BOARD

OBJECTIVE: To provide practice with sight vocabulary and further develop word recognition skills.

MATERIALS: A rectangular piece of heavy paper, about one-foot square, with a 2-inch margin. The margin is divided into spaces in which words for practice are written; some of the spaces may be used for penalties or rewards. A spinner for determining the number of spaces to be moved; a colored marker for each player.

DIRECTIONS: Each player, in turn, spins the arrow and moves clockwise the number of spaces indicated, starting with "Home Base". S/he reads the word that s/he "lands on". If s/he doesn't know the word, s/he returns to the original space until his/her next turn. The pupil first going all the way around to "Home Base" wins. (Phrases or sentences may also be used).

MOVE AHEAD 3	bathe	MOVE BACK 3	rock baby	diaper pins
change diaper				layette
rash				MOVE AHEAD 3
feed baby				bassinet
HOME BASE	safety pins	teething	MOVE BACK 2	cuddle baby
				formula

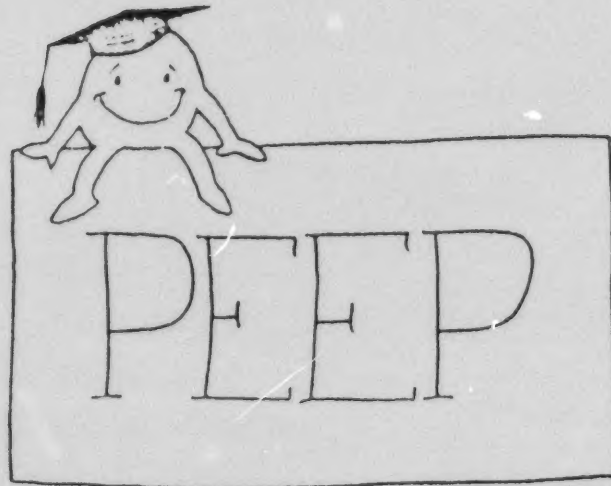
CHILD CARE I KNOW IT

OBJECTIVE: To provide practice in vocabulary skills.

MATERIALS: Index cards

DIRECTIONS: Print words on a set of index cards. Place them in a pile, face down, before two students. As each student draws a card s/he must read aloud the word printed on it. The person with the most cards wins. The meaning of the words can be part of the activity also.

SAMPLE WORDS:	measles	toothache	puncture wound
	mumps	rubella	scrape
	chicken pox	rubeola	scratch
	influenza	roseola	cut



CHILD CARE OLD MAID

OBJECTIVE: To provide practice in vocabulary building

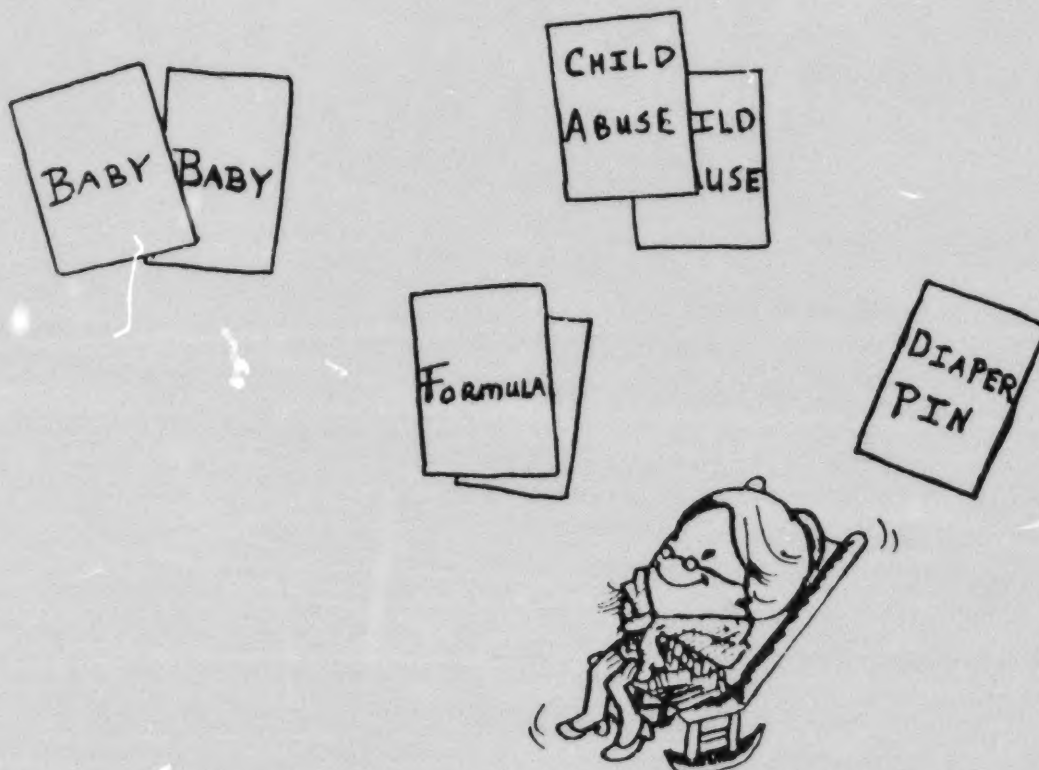
MATERIALS: 20 index cards

DIRECTIONS: Using index cards, make a deck of about 20 cards, plus one additional card for the Old Maid. At the top of each card, print one word. Make a duplicate card for each word, ten words in all. The Old Maid card is one unpaired word.

Deal out all the cards. Beginning with the person at the dealer's left, take turns drawing from the person to the right. As pairs are formed, the word is pronounced and the "book" placed on the table. Continue until all the cards are paired and one person is left with the Old Maid. The word on the Old Maid card may be changed frequently to prevent memorization.

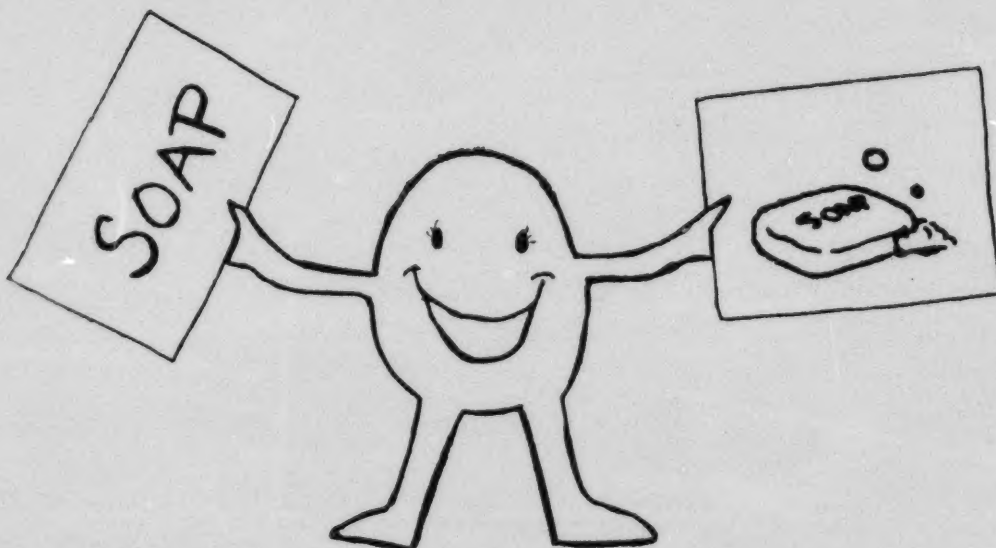
VARIATIONS:

- word - picture
- word - definition
- word - word
- word and picture - definition



CHILD CARE TREASURE HUNT

- OBJECTIVE: To provide practice in vocabulary building.
- MATERIALS: Small objects, pictures, and index cards.
- DIRECTIONS: Fill a box with small objects, equipment, tools, and/or pictures cut from newspapers and magazines. Prepare index cards with words corresponding to each object or picture. Each student draws an object or picture from the box, then looks for the corresponding word card. The winner is the student with the largest number of correct word cards.
- SAMPLE WORDS:
- | | | |
|---------|-------------|-------------------|
| diaper | gown | vaseline |
| rattle | diaper pad | powder |
| bathrub | diaper pins | receiving blanket |



CHILD CARE WORDO

OBJECTIVE: To provide practice in vocabulary skills.

MATERIALS: Squares of paper, cards

DIRECTIONS: Take square pieces of paper and draw on them 25 blocks-- 5 across, 5 rows down. Print 25 vocabulary words at random in the 25 blocks (to save time, make a stencil of the divided paper and run off copies as you need them). Give each student a copy of the marked paper. Prepare a set of cards with the same words for the person who will call the game.

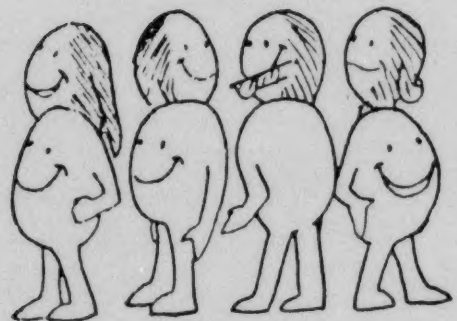
The caller reads each word aloud and spells it. Students cover each word with a small piece of cardboard as it is called. When a student has covered five words across, down, or diagonally, s/he wins, and cries "Wordo!" The winner can then be the caller for the next game (if s/he reads well enough).

W	O	R	D	O
rash	cope	diagnosis	internal medicine	leukemia
vaccination	prescribe	optometrist	rehabilitating	pulse
mumps	rubeola	FREE	toxic	influenza
anxiety	roseola	treatment	measles	depressed
molars	myopia	poison control center	maternal	fetal

VARIATIONS: word - picture
word - definitions
word - word

CHILD CARE WORD RELAY

- OBJECTIVE:** To provide quick recognition of words (by sight and sound) that are necessary for the content material being taught.
- MATERIALS:** 25-30 word cards. Words may be printed on 3" tagboard. New word cards may be made to replace words to be learned for each game.
- DIRECTIONS:** Place cards on the floor or table. Place students on the other side of the room in a line as shown in the diagram. The instructor calls out a word and the first player on each team runs to the cards trying to be the first to find it. When a player returns to his/her team, the instructor calls out another word, and the second player on each team runs to get the word card. The team with the most correct cards at the end of the game wins.
- VARIATIONS:** The instructor can indicate a word to find and at the signal each player finds his/her word and runs back so the next player can run, as in a relay.
- SAMPLE WORDS:**
- | | | |
|-----------|----------|--------------|
| prenatal | bassinet | kindergarten |
| diaper | guidance | rubeola |
| gestation | handicap | staff |
| sibling | | day care aid |



CHILD CARE WORD SEARCH PUZZLE

- OBJECTIVE:** To provide practice in word recognition, vocabulary, and spelling reinforcement.
- MATERIALS:** A duplicated sheet with the word search puzzle for each student.
- DIRECTIONS:** The following puzzle can be used in several ways to teach the above skills. The words can be given orally, one-by-one, training the student to visualize the word and find it. The definitions might be given either orally or in writing to review vocabulary and spelling of the hidden words. In individual situations where particular students have few, if any, reading skills, the list of words might be given to help these students in word recognition.

PUZZLE - CHILD CARE

A B M O P E R Q K N A M A N O Q A L V
F H I J R H C H I L D A B U S E Y C T
F C I U J D I M O Y Z R G A P I R Q W
A D C L K K A N N L M G B H H J Z T T
T E G H S M L Y K O X O O B B N A S X
S T A T E T E A C H E R I G P R W S T
A E B D C P O P E A W P C J S F P T Y
T C F E Z C Q S R V R P Q D E T V U O
F S Q R T M N R T O J E E R D J V O Z
T V U W U S X Y I S T G F S K V U I T
Y Z X I L L V Z F I H E T N L F W O A
D A P W K A T T I T U D E V C E C T M
E O N X M O X W C F D R V W H T S D B
B R C Y Q G B O A R D Z Y A B R Q R S
D S E E F J D I T L G G F G N O D N T
G I J F T X V K I N D E R G A R T E N
K H V G H W I H O B H X J K Y L M Q S
O L L I L O C M N A I M D Z M O P S R

Locate in the puzzle the following words:

state teacher
certification
board
staff

secure
attitude
children
day care

program
child abuse
goals
kindergarten

See Activity Key on Page SK-1

CHILD CARE BASEBALL

- OBJECTIVE:** To review subject matter already taught in class. This may be used as a screening device to determine pupils who may need remedial help in retention skills.
- MATERIALS:** List of questions to be asked of players.
- DIRECTIONS:** Divide the class into two teams. Place the chairs in baseball diamond shape as illustrated. First player from team 1 starts at home plate (chair) and answers the question asked by the instructor. S/he then moves to first base (chair) if s/he answers correctly. The second player comes to bat at home plate. If s/he answers correctly, then s/he moves to first base and the first player moves to second. The third player comes to bat and gets the next question (ball). If s/he answers correctly, all players move on to the next base. When the first player gets home, s/he has scored a point for team 1. When the second player gets home, s/he has scored another point. If a player misses a question, it's called an "out" and no one moves ahead. When three "outs" are made, the top of the first inning is over and team 2 comes to bat. At the end of the playing time, the scores are counted to determine the winning team.
- SAMPLES:** Define:
1. Day Care
 2. Kindergarten
 3. Secure
 4. Teacher aide
 5. Rubella
 6. Safety

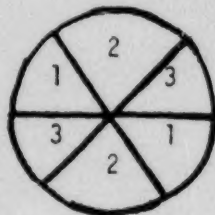
See Master List of vocabulary terms on page SML-2

CHILD CARE PARCHEESI

OBJECTIVE: To provide practice in vocabulary building.

MATERIALS: Posterboard, chips

DIRECTIONS: Take a large piece of stiff rectangular paper and make a two inch margin around the edge. Divide that margin into spaces and in each space write a word, initial sound, or blend. Corner spaces can be used for penalties or rewards.
Example: Move back four spaces, take another turn, etc.

Go Forward 2 Spaces	Considerate	Social Rules	Rattle	Handicap	Go Back 2 Spaces
Ability	Make a disk with numbers and an arrow. The student spins the arrow and moves the number of spaces indicated. S/he must read each word or sound as s/he moves to each space. S/he must read and <u>define</u> all the words. If s/he cannot, s/he must go back to the previous move. The first student to go around the board wins the game. 				Guidance
Jealousy					Patience
Layette					Toddler
Ovary					Love
Embryo					Sibling
Pregnancy					Gestation
Go Back 2 Spaces	Diaper	Attitude	Kindergarten	Negative	S T A R T

See Master List of vocabulary terms on page SML-2

REFERENCE: TECHNIQUES for Teachers of Adults. Vol. XV, No. 4,
January, 1975.

CHILD CARE WORD GAME

OBJECTIVE: To provide practice in spelling and learning

MATERIALS: Handout sheet for each student

DIRECTIONS: The handout sheet contains definitions or descriptions of words related to child care. Blanks are provided for each letter in the word. Also, certain letters have been left in the word to provide clues about the word. This might be used as a review activity so students may use their notes or books to find the answers.

1. _ n _ _ _ e _ _ Discipline is not this
2. _ _ s _ _ _ r Takes care of children
3. _ _ l _ Child between ages 1 and 3
4. _ _ e t _ Beginning of physical maturity
5. _ a _ This is the business of children
6. _ _ t _ Love is an example
7. _ _ l _ s Brothers and sisters
8. _ e _ _ a _ 98.6 is normal
9. _ _ t _ Prime responsibility of sitter
10. _ u _ _ _ How children like their food
11. _ e i _ _ _ i _ Baby doctor
12. _ _ u _ _ t _ A good book is well _____
13. _ o _ _ t Freedom of _____ is important in clothing
14. _ _ p _ Disease with swollen glands
15. _ _ s _ Disease with cough, fever, blotches
16. _ a _ _ o _ Homemade toy
17. _ _ e _ s _ Learning place for 3 and
4 year olds

CHILD CARE WORD GAME

18. _ _ _ _ c _ _ _ _ 3 wheeler for children
19. _ _ _ _ _ _ _ s Mom and Dad
20. _ _ _ _ h _ _ _ _ Covering for the body
21. _ _ _ _ _ _ o _ l _ _ _ Child between ages 3 and 6
22. _ _ _ l _ _ _ _ _ _ _ _ Poor babysitter for children
23. _ m _ _ _ _ First sign of socialization in babies
24. _ _ _ _ One of the first words to teach baby; relates to sense
of touch
25. _ _ _ _ t _ _ _ _ Type of play that helps child express self

See Activity Key on Page SK-1

CHILD CARE WORD JUMBLE PUZZLE

- OBJECTIVE:** To provide practice in vocabulary building and spelling.
- MATERIALS:** A duplicated sheet with the word jumble for each student.
- DIRECTIONS:** Unscramble the letters and find the words having to do with child care.

Unscramble these words:

1. E C S H U I L B D A
T 2 3 4 5 6 7 8 9 10
2. X P C I N H C E K O
11 12 13 14 15 16 17 18 19 20
3. M M S U P
21 22 23 24 25
4. Z I E N N F U L A
26 27 28 29 30 31 32 33 34
5. B A R O U E L
35 36 37 38 39 40 41
6. E B R A U L L
42 43 44 45 46 47 48
7. C S R U Y V
49 50 51 52 53 54

Make 2 words by filling in the appropriate letter that corresponds to its number

2 4 6 41 9 9 27 50 42 45 3 1 50

See Activity Key on page SK-2

See Master List of vocabulary terms on page SML-2

CHILD CARE SCRAMBLED SENTENCES

- OBJECTIVE: To practice in group cooperation and learn facts about a certain subject.
- MATERIALS: 3 x 5 cards, envelopes, larger envelopes
- DIRECTIONS: Think of 5 short sentences of fact about a certain topic:
For example: Playing is child's work.
Toddlers engage in parallel play.
Children's toys should not have sharp edges.
Parents can enjoy playing with children.
Toys should be easy to clean.

Write each word from each sentence on a separate 3 x 5 card. Scramble all the words together and put an equal or near equal number in each of 5 envelopes. Divide the class into groups of five persons. The 5 small envelopes are put into a larger envelope. On the outside of the large envelope is the topic. Example: Children's Toys and Play. The large envelope is given to the group leader who distributes one envelope to each group member. No talking may take place during the exercise. The group members work together nonverbally and try to form the sentences again.

See Master List of vocabulary terms on page SML-2

WHAT IS MISSING?

OBJECTIVE: To develop visual discrimination and memory.

MATERIALS: Several common objects for each prevocational/vocational area, such as:

diaper pin	barrette
toothbrush	soap
comb	washcloth

DIRECTIONS: These objects are placed on a table. The students have an opportunity to see them. One student is designated to leave the room. One object is taken from the table. The student returns and determines which object is missing.

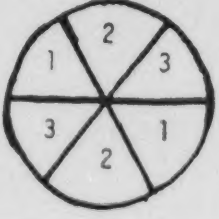


CLOTHING GO AROUND THE BOARD

OBJECTIVE: To provide practice with sight vocabulary and further develop word recognition skills.

MATERIALS: A rectangular piece of heavy paper, about one-foot square, with a 2-inch margin. The margin is divided into spaces in which words for practice are written; some of the spaces may be used for penalties or rewards. A spinner for determining the number of spaces to be moved; a colored marker for each player.

DIRECTIONS: Each player, in turn, spins the arrow and moves clockwise the number of spaces indicated, starting with "Home Base". S/he reads the word that s/he "lands on". If s/he doesn't know the word, s/he returns to the original space until his/her next turn. The pupil first going all the way around to "Home Base" wins. (Phrases or sentences may also be used).

MOVE AHEAD 3	coat	jacket	MOVE BACK 2	raincoat
dress				hat
blouse				coat
shirt				boots
HOME BASE	skirt	pants	sweater	MOVE BACK 2
				scarf

CLOTHING I KNOW IT

OBJECTIVE: To provide practice in vocabulary skills.

MATERIALS: Index cards

DIRECTIONS: Print words on a set of index cards. Place them in a pile, face down, before two students. As each student draws a card s/he must read aloud the word printed on it. The person with the most cards wins. The meaning of the words can be part of the activity, also.

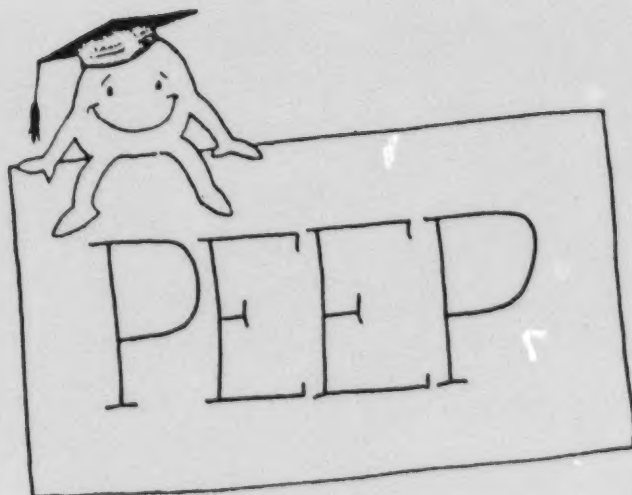
SAMPLE WORDS.

coat
dress
blouse
shirt
slacks
pants
sweater

hat
cap
scarf
tie
shorts
T shirt
skirt

raincoat
shoes
socks
stockings
pantyhose
gym shoes
tennis shoes

rubber boots
boots
slippers
pajamas
vest
nightgown
panties

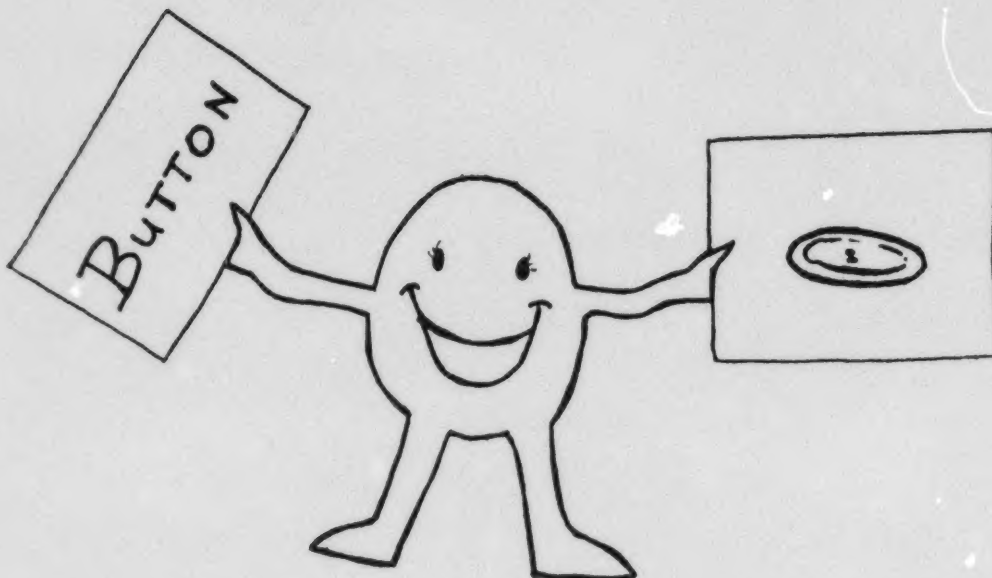


CLOTHING TREASURE HUNT

- OBJECTIVE:** To provide practice in vocabulary building.
- MATERIALS:** Small objects, pictures, and index cards.
- DIRECTIONS:** Fill a box with small objects, equipment, tools, and/or pictures cut from newspapers and magazines. Prepare index cards with words corresponding to each object or picture. Each student draws an object or picture from the box, then looks for the corresponding word card. The winner is the student with the largest number of correct word cards.

SAMPLE WORDS:

needle	bobbin	carbon
thread	ribbon	tracing wheel
thimble	pencil	tape measure
pins	chalk	ruler



CLOTHING WORDO

OBJECTIVE: To provide practice in vocabulary skills.

MATERIALS: Squares of paper, cards

DIRECTIONS: Take square pieces of paper and draw on them 25 blocks-- 5 across, 5 rows down. Print 25 vocabulary words at random in the 25 blocks (to save time, make a stencil of the divided paper and run off copies as you need them). Give each student a copy of the marked paper. Prepare a set of cards with the same words for the person who will call the game.

The caller reads each word aloud and spells it. Students cover each word with a small piece of cardboard as it is called. When a student has covered five words across, down, or diagonally, s/he wins, and cries "Wordo!" The winner can then be the caller for the next game (if s/he reads well enough).

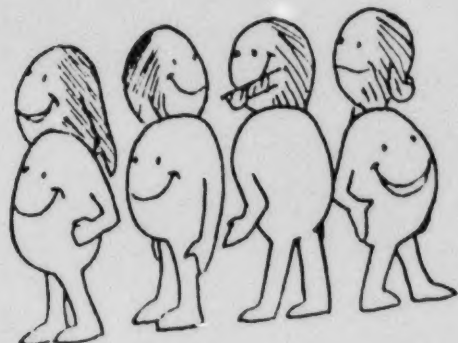
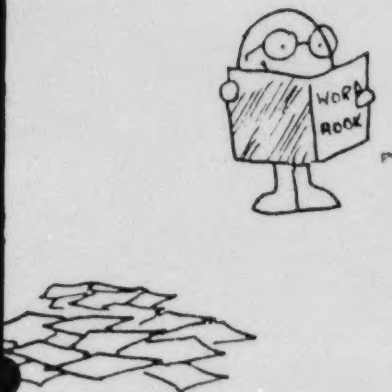
W	O	R	D	O
machine	motor	needle	tension	feed dog
bobbin	bobbin case	spool pin	backstitch	lockstitch
seam gauge	needle screw	FREE	head	wheel
drive	belt	treadle	arm	take-up lever
twin needle	zigzag	machine table	lid	thread guide

VARIATIONS: word - picture
word - definitions
word - word

CLOTHING WORD RELAY

- OBJECTIVE:** To provide quick recognition of words (by sight and sound) that are necessary for the content material being taught.
- MATERIALS:** 25-30 word cards. Words may be printed on 3" tagboard. New word cards may be made to replace words to be learned for each game.
- DIRECTIONS:** Place cards on the floor or table. Place students on the other side of the room in a line as shown in the diagram. The instructor calls out a word and the first player on each team runs to the cards trying to be the first to find it. When a player returns to his/her team, the instructor calls out another word, and the second player on each team runs to get the word card. The team with the most correct cards at the end of the game wins.
- VARIATIONS:** The instructor can indicate a word to find and at the signal each player finds his/her word and runs back so the next player can run, as in a relay.

SAMPLE WORDS:	coat	pants	pajamas
	hat	blouse	nightgown
	sweater	skirt	robe
	scarf	shoes	shorts
	boots	tennis shoes	swimsuit
	mittens	gym shoes	swim trunks
	gloves	shorts	cap
	vest	pullover	stockings
	raincoat	jacket	panties
	socks	handkerchief	T shirt



FABRICS WORD SEARCH PUZZLE

- OBJECTIVE: To provide practice in word recognition, vocabulary, and spelling reinforcement.
- MATERIALS: A duplicated sheet with the word search puzzle for each student.
- DIRECTIONS: The following puzzle can be used in several ways to teach the above skills. The words can be given orally, one-by-one, training the student to visualize the word and find it. The definitions might be given either orally or in writing to review vocabulary and spelling of the hidden words. In individual situations where particular students have few, if any, reading skills, the list of words might be given to help these students in word recognition.

Locate in the puzzle the following terms:

broadcloth
challis
flannel
organdy
terry cloth

dotted swiss
gabardine
velveteen
percale
corduroy

suede cloth
double knit
calico
denim
gingham

B R O A D C L O T H E T S R X O S N O
O P N O D O T T E D S W I S S N U N P
F T I I G A B A R D I N E O M A E Q C
G I N G H A M N R A S L L U I R D A O
T V I B R A T O Y R G R N F P S E D R
T X Y X N S R C C O G L L R C T C G D
Y C C X G X B R L R A P C P H C L D U
O A C P I Y G O O G V E G T A D O S R
F L A N N E L L T A N R E R L P T X O
B I C T N H X Y H N D C Q R L S H P Y
A C N V P P A C E D A A O N I A T P T
K O D O K P B D F Y F L P P S B A I U
P O V E L V E T E E N E G U X O E N Y
Q C B S T L S T S A P D E N I M X G W
D O U B L E K N I T L A P Q S C F V X

See Activity Key on Page SK-2

CLOTHING BASEBALL

OBJECTIVE: To review subject matter already taught in class. This may be used as a screening device to determine pupils who may need remedial help in retention skills.

MATERIALS: List of questions to be asked of players.

DIRECTIONS: Divide the class into two teams. Place chairs in baseball diamond shape. First player from team 1 starts at home plate (chair) and answers the question asked by the instructor. S/he then moves to first base (chair) if s/he answers correctly. The second player comes to bat at home plate. If s/he answers correctly then s/he moves to first base and the first player moves to second. The third player comes to bat and gets the next question (ball). If s/he answers correctly all players move on to the next base. When the first player gets home s/he has scored a point for team 1. When the second player gets home s/he has scored another point. If a player misses a question it's called an "out" and no one moves ahead. When three "outs" are made, the top of the first inning is over and team 2 comes to bat. At the end of the playing time the scores are counted to determine the winning team.

SAMPLE
QUESTIONS:

1. What garment sounds like a girl's name?
2. What garment sounds like a letter of the alphabet?
3. What garment tells you about the weather?
4. What do you wear on your feet that sounds like flippers?
5. What has long sleeves, is heavy knit and V-necked?
6. What type of neck has the same name as a slow animal?
7. What do you hang up at Christmas, that you could wear?
8. What covers your head, with a peaked front?
9. What is one yard long and wraps around your neck?
10. What keeps your pants up?
11. Where do you keep small objects; these are found in many garments.

CLOTHING CHARADES

- OBJECTIVE:** To provide practice in vocabulary skills.
- MATERIALS:** Word cards with names of pre-selected tools or vocabulary, (slacks, pajamas, socks, boots, bridal outfit - train, veil, etc.)
- DIRECTIONS:** The class is divided into several groups. A student selects one card and in front of the group must act out the word without speech. The turn rotates from team to team and at the end of a pre-determined time, the team with the highest number of points wins.
- VARIATION:** The class is divided into two teams. Team A selects a student. This student draws a card from a box and represents this term or piece of equipment. Each team alternately asks questions about the term or equipment. The student answers with yes, no, sometimes. The first team who gives the term or equipment receives one point. (The instructor then decides how the points will be used).

See master list of vocabulary terms on page SML-3

CLOTHING CROSSWORD PUZZLE

- OBJECTIVE:** To answer definitions or incomplete sentences and to fit these answers into a crossword puzzle.
- MATERIALS:** A duplicated sheet with the crossword diagram for each student.
- DIRECTIONS:** Give each student a dittoed sheet of paper with a crossword diagram and a list of questions. The bottom portion of this puzzle lists the descriptive clues. Students find the answers through individual research, then fit the answers into the puzzle. When a number of students have completed the puzzle, ask one of them to put it on the chalkboard, then discuss each answer with the class. This type of puzzle can be used as a launching pad for class discussions and has the added virtue of giving the slower students a sense of accomplishment. The completed crossword puzzle also serves as a ready-made study guide for the student.

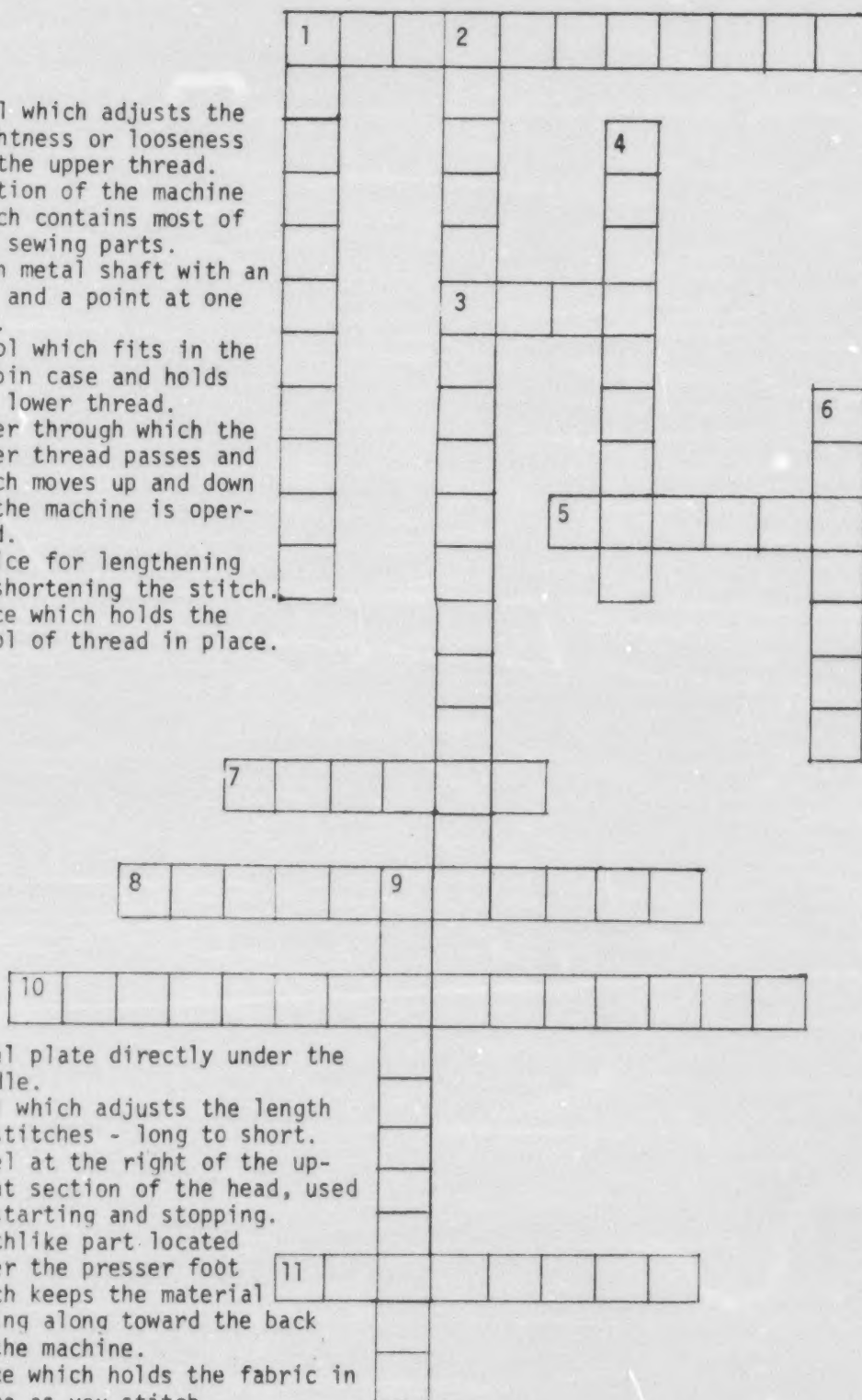
CLOTHING CROSSWORD PUZZLE

ACROSS

1. Dial which adjusts the tightness or looseness of the upper thread.
3. Portion of the machine which contains most of the sewing parts.
5. Thin metal shaft with an eye and a point at one end.
7. Spool which fits in the bobbin case and holds the lower thread.
8. Lever through which the upper thread passes and which moves up and down as the machine is operated.
10. Device for lengthening or shortening the stitch.
11. Piece which holds the spool of thread in place.

DOWN

1. Metal plate directly under the needle.
2. Dial which adjusts the length of stitches - long to short.
4. Wheel at the right of the upright section of the head, used in starting and stopping.
6. Toothlike part located under the presser foot which keeps the material moving along toward the back of the machine.
9. Piece which holds the fabric in place as you stitch.



CLOTHING WORD JUMBLE PUZZLE

- OBJECTIVE: To provide practice in vocabulary building and spelling.
- MATERIALS: A duplicated sheet with the word jumble for each student.
- DIRECTIONS: Unscramble the letters and find the words having to do with outer garments.

Unscramble these words:

1. K A T J E C
T 2 3 4 5 6
2. T R I N A A O C
7 8 9 10 11 12 13 14
3. T R E A S E W
15 16 17 18 19 20 21
4. O B O S T
22 23 24 25 26
5. A H T
27 28 29
6. S L E V O G
30 31 32 33 34 35
7. S L K A C S
36 37 38 39 40 41
8. S O S H E
42 43 44 45 46
9. T I S H R
47 48 49 50 51
10. S U B L O E
52 53 54 55 56 57

Make 2 words by filling in the appropriate letter that corresponds to its number.

6 3T 22 26 50 48 10 35 2 5T 15 48 14 37 46 52

MATCH GAME

OBJECTIVE: To provide practice in learning the use of tools.

MATERIALS: A duplicated sheet for each student.

DIRECTIONS: Statements 1 to 10 refer to the items shown to the right. Examine the statements and then select the proper item to be used for the operation given.

____ 1. Used for snipping threads, trimming, and clipping.



____ 2. Used for cutting fabric.



____ 3. To keep needles and pins handy while you work.



____ 4. To push the needle through the material.



____ 5. Made of oil cloth or firm fabric and is used to measure with.



____ 6. Piece of metal or plastic with a slide marker that can be set to measure fixed lengths.



____ 7. Used with dressmaker's carbon paper to make pattern markings on the material.



MATCH GAME

- ____ 8. Essential for sewing a professional-looking garment.



- ____ 9. A firm, rounded cushion used for pressing areas that need shaping, such as curved darts and seams.



- ____ 10. A tightly padded roll used for pressing seams.



See Activity Key on page SK-3

SEWING MACHINE PARCHEESI

OBJECTIVE: To provide practice in vocabulary building.

MATERIALS: Posterboard, chips

DIRECTIONS: Take a large piece of stiff rectangular paper and make a two inch margin around the edge. Divide that margin into spaces and in each space write a word, initial sound, or blend. Corner spaces can be used for penalties or rewards.
Example: Move back four spaces, take another turn, etc.

Go Forward 2 Spaces	Feed Dogs	Drive	Spool	Needle Holder	Go Back 2 Spaces
Operator	Make a disk with numbers and an arrow. The student spins the arrow and moves the number of spaces indicated. S/he must read each word or sound as s/he moves to each space. S/he must read and <u>define</u> all the words. If s/he can- not, s/he must go back to the previous move. The first student to go around the board wins the game. 				Take up Lever
Reverse					Tension Disc
Cabinet					Operating Manual
Arm					On-Off Switch
Bobbin					Zig Zag Needle Position
Instruction Book					Thread Spool
Go Back 2 Spaces	Needle Cover	Thread Cutter	Bobbin Case	Light	S T A R T

REFERENCE: TECHNIQUES for Teachers of Adults. Vol. XV, No. 4,
January, 1975.

CLOTHING COLOR QUESTIONS

OBJECTIVE: To provide practice in learning various colors and color names.

MATERIALS: Large cards with key ideas written on them (optional)

DIRECTIONS: Divide the class into small teams of 4-6 students. This might be done by passing around a bag with different colors of candy in it. Orange dots form one group, red suckers form another, etc. Each team is seated at a table or in a group setting. Ask questions orally or write the questions or the key thought in the question on cards.

EXAMPLES:

1. If you are wearing a neutral, please stand up.
2. Raise your hand if you have on 2 complementary colors.
3. Stand up if your candy piece is a primary color.
4. Clap your hands if you are wearing a cool color.

Team scores should be kept on the board. Scores are determined in the following manner: If teams are made up of 4 persons, then the total possible score for each question is 4 points. A point is subtracted from the 4 for each incorrect response to a question.

CLOTHING WORD CLUE

OBJECTIVE: To provide a way to stimulate thinking while learning about clothing.

MATERIALS: Index cards

DIRECTIONS: Write four clues for each word on 4 separate index cards. If a student answers the 1st clue correctly, s/he gets 10 points; 2nd clue, 7 points; 3rd clue, 5 points; and the last clue, 2 points. At the end of the game, the person with the most points is the clue giver for the next game. (You may determine the rewards for the points).

SAMPLE CLUES: Coat

1. Warm or cold
2. Lined or unlined
3. Plaid or solid color
4. Fur, velvet, corduroy

Jeans

1. Girl's name
2. Unisex
3. Flared or straight
4. Best when they are worn out

Underwear

1. Never seen
2. Can be colored
3. Can go without
4. Inexpensive

Shirt

1. Unisex
2. Worn in or out
3. Tied or rolled
4. Fastened or loose

Socks

1. Short or long
2. Rolled or gold banded
3. Protects, absorbs moisture
4. They come in pairs

Hat

1. Covers
2. Fancy or plain
3. Peaked, billed
4. May be wide rimmed

CLOTHING YOU DON'T SAY

OBJECTIVE: To guess correctly the word or name being sought through clues.

MATERIALS: 3 x 5 index cards

DIRECTIONS: Divide the class into two teams. Each team selects the most able representative to come to the front of the room and give clues.

Give the two clue-givers a card with the same name written on it (Singer, for example). Choose one clue-giver to begin the game (the opportunity to go first will rotate with each new name).

The first clue-giver might give a clue, such as: (even stitches) with the clue, the clue-giver's team discusses the clue and decides the missing word is "tension". They have a short, specified amount of time to come up with the correct answer; someone will probably call out thread tension, among other names.

When time expires, the other clue-giver gives his/her clue. (For example: A man's first name which rhymes with a type of abrasive cloth. (emery cloth).

Alternate clues:

1. rhymes with ringer
2. saves time
3. holds pieces together
4. won't pull apart
5. can make tents or tops or toys
6. goes backwards, sideways and forward

FIND A PAIR

5.



E.



6.



F.



7.



G.



See Activity Key on page SK-3

FIND A PAIR

OBJECTIVE: To provide practice in matching items of clothing which are worn together.

MATERIALS: A duplicated sheet for each student.

DIRECTIONS: Write the correct letter from Column II in front of the number in Column I that it matches.

Column I

1.



2.



3.

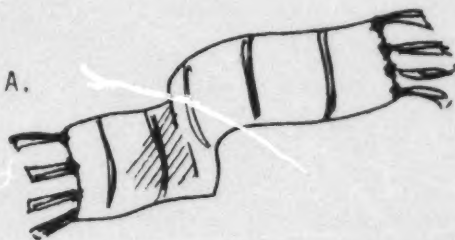


4.



Column II

A.



B.



C.



D.



MATCH GAME

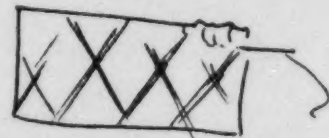
OBJECTIVE: To provide practice in determining the use of tools.

MATERIALS: A duplicated sheet for each student.

DIRECTIONS: Items in Column I consist of tools, each of which is closely associated in usage with one of the tools shown in Column II. For each tool shown in Column I, select the most closely associated tool from Column II. Print on your answer sheet, in the correspondingly numbered item space, the letter given beside your selected tool.

_____ 1. 

A.



_____ 2. 

B.



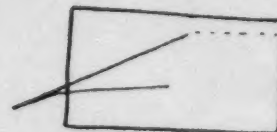
_____ 3. 

C.



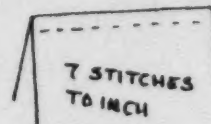
_____ 4. 

D.



_____ 5. 

E.



_____ 6. 

F.

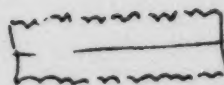


MATCH GAME

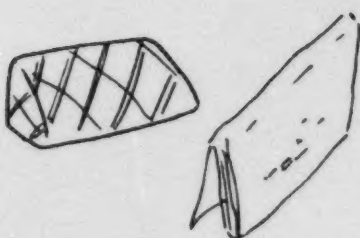
____ 7.



G.



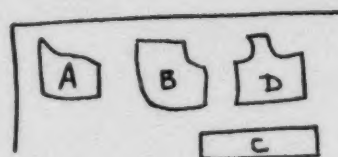
____ 8.



H.



I.



SEWING BINGO

- OBJECTIVE:** To learn names and/or uses of equipment used in sewing.
- MATERIALS:** A. Packets of sketches of equipment for each student.
B. An equipment "bingo" card for each student.
- DIRECTIONS:** The instructor or "caller" takes a group of flash cards with equipment names and/or uses and displays them one at a time aloud. The students then cover the one area which best fits.
- VARIATIONS:**
- I. Slides, photos, or the actual equipment may be shown.
 - II. A word description of the use of the equipment.
 - III. The cards may be used as an evaluation instrument. The students number from 1 to 12 on paper and write the name and/or use of the equipment.
 - IV. The caller gives the definitions and the students must cover the terms or words.
 - V. The caller displays a picture with no word description.

B	I	N	G	O
thread	pattern	hem gauge	scissors	chalk
tracing carbon	pinking shears	pins	pattern paper	sewing needle
tacking thread	thimble	FREE	sewing box	machine needle
coat hanger	yardstick	ruler	tape measure	tracing wheel
FREE	hem marker	cloth weights	sewing machine	FREE

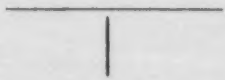
BINGO - DEFINITIONS FOR CALLER

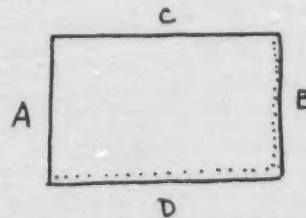
1. thread - comes in different sizes, lengths, colors, and bound in a plastic or wooden spool.
2. pattern - comes in sizes; has a picture of the garment on the front.
3. hem gauge - about 6 inches long; metal type of ruler for easy hem marking.
4. scissors - two crossed blades; used for cutting cloth.
5. chalk - white or colored for marking cloth.
6. tracing carbon - different colored paper; one side only used for making pattern marks on cloth.
7. pinking shears - crossed blades with serrated edges.
8. pins - small sharp pointed pieces of metal with a round head; holds pattern piece.
9. pattern paper - paper that will not tear; used to copy pattern pieces.
10. sewing needle - different sizes; small or large eye.
11. tacking thread - white or colored; inexpensive thread for making tackmarks.
12. thimble - may be metal; used for protecting finger when hand sewing.
13. sewing box - holds all sewing needs and tools.
14. machine needle - different sizes; used to sew mechanically; located in machine head.
15. coat hanger - hangs or holds garment without wrinkling.
16. yard meter stick - wooden or metal measure; very long; could be hinged and folded.
17. tape measure - cloth measuring tape marked off in inches or centimeters.
18. tracing wheel - a small wheel and handle used for marking a pattern and cloth with tracing carbon paper.
19. hem marker - can stand on floor; to mark hems with garment on.
20. cloth weights - used to hold down pattern and cloth instead of pins.
21. sewing machine - may be hand or electric powered sewing device.

UNDERSTANDING WHAT IS READ

- OBJECTIVE: To provide practice in following directions.
- MATERIALS: A duplicated sheet for each student.
- DIRECTIONS: Ask the students to read and follow the directions carefully and complete the exercise.

Making a simple cover for a cushion:

1. Measure the cushion completely around, crossways. 
2. Measure the cushion completely around, lengthways.
3. Take your material and measure off the crossways dimension and add 1 inch.
4. Now measure the material the lengthwise dimension adding 1 inch on the same piece of cloth.
5. You should have piece of cloth:



6. Join cloth A to B with 1/2 inch seam.
7. Join C- to C.
8. Join D to D-. After you have done so, push cushion into it.
9. Tuck in corners and tack or leave.



WHAT IS MISSING?

OBJECTIVE: To develop visual discrimination and memory.

MATERIALS: Several common objects for each prevocational/vocational area, such as:

Pieces of clothing

glove	sweat shirt	bra
scarf	shorts	girdle
raincoat	swim trunks	belt
rain hat	tank top	hat
sweater	nightgown	cap

DIRECTIONS: These objects are placed on a table. The students have an opportunity to see them. One student is designated to leave the room. One object is taken from the table. The student returns and determines which object is missing.

COOKING WORDO

- OBJECTIVE:** To provide practice in vocabulary skills.
- MATERIALS:** Squares of paper, cards
- DIRECTIONS:** Take square pieces of paper and draw on them 25 blocks-- 5 across, 5 rows down. Print 25 vocabulary words at random in the 25 blocks (to save time, make a stencil of the divided paper and run off copies as you need them). Give each student a copy of the marked paper. Prepare a set of cards with the same words for the person who will call the game.

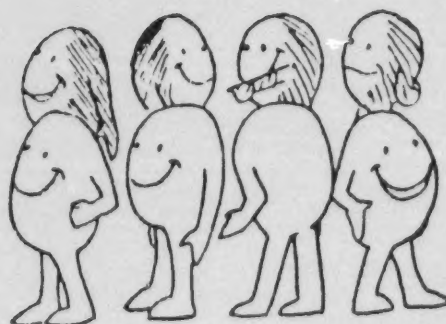
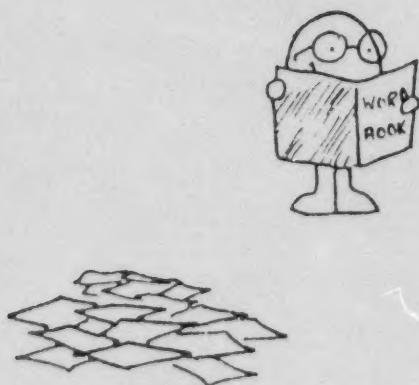
The caller reads each word aloud and spells it. Students cover each word with a small piece of cardboard as it is called. When a student has covered five words across, down, or diagonally, s/he wins, and cries "Wordo!" The winner can then be the caller for the next game (if s/he reads well enough).

W	O	R	D	O
ingredients	skillet	scald	pare	steam
broil	shred	mince	sauté	garnish
dice	blend	FREE	combine	stir
drain	baste	recipe	marinate	cube
season	stir	boil	grate	filet

VARIATIONS: word - picture
word - definitions
word - word

FOODS WORD RELAY

- OBJECTIVE:** To provide quick recognition of words (by sight and sound) that are necessary for the content material being taught.
- MATERIALS:** 25-30 word cards. Words may be printed on 3" tagboard. New word cards may be made to replace words to be learned for each game.
- DIRECTIONS:** Place cards on the floor or table. Place students on the other side of the room in a line as shown in the diagram. The instructor calls out a word and the first player on each team runs to the cards trying to be the first to find it. When a player returns to his/her team, the instructor calls out another word, and the second player on each team runs to get the word card. The team with the most correct cards at the end of the game wins.
- VARIATIONS:** The instructor can indicate a word to find and at the signal each player finds his/her word and runs back so the next player can run, as in a relay.
- SAMPLE WORDS:**
- | | | | |
|------------|-----------|----------------|--------------|
| demitasse | roux | flute | cellulose |
| fillet | compote | sauté | soufflé |
| buffet | consommé | aspic | petits fours |
| à la carte | fricassee | hors d'oeuvres | canapé |

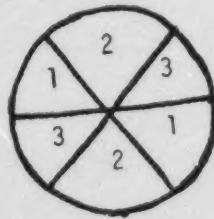


NUTRITION GO AROUND THE BOARD

OBJECTIVE: To provide practice with sight vocabulary and further develop word recognition skills.

MATERIALS: A rectangular piece of heavy paper, about one-foot square, with a 2-inch margin. The margin is divided into spaces in which words for practice are written; some of the spaces may be used for penalties or rewards. A spinner for determining the number of spaces to be moved; a colored marker for each player.

DIRECTIONS: Each player, in turn, spins the arrow and moves clockwise the number of spaces indicated, starting with "Home Base". S/he reads the word that s/he "lands on". If s/he doesn't know the word, s/he returns to the original space until his/her next turn. The pupil first going all the way around to "Home Base" wins. (Phrases or sentences may also be used).

MOVE AHEAD 3	protein	vitamin C	carbohydrates	fats	
thiamin				calcium	
riboflavin				phosphorous	
niacin				iodine	
HOME BASE	vitamin E	vitamin D	MOVE BACK 2	vitamin A	iron

NUTRITION WORDO

OBJECTIVE: To provide practice in vocabulary skills.

MATERIALS: Squares of paper, cards

DIRECTIONS: Take square pieces of paper and draw on them 25 blocks--5 across, 5 rows down. Print 25 vocabulary words at random in the 25 blocks (to save time, make a stencil of the divided paper and run off copies as you need them). Give each student a copy of the marked paper. Prepare a set of cards with the same words for the person who will call the game.

The caller reads each word aloud and spells it. Students cover each word with a small piece of cardboard as it is called. When a student has covered five words across, down, or diagonally, s/he wins, and cries "Wordo!" The winner can then be the caller for the next game (if s/he reads well enough).

W	O	R	D	O
protein	deficiency	roughage	calcium	sodium
potassium	carbohydrate	cellulose	rickets	cholesterol
nutrient	niacin	FREE	pellagra	riboflavin
thiamin	ascorbic acid	scurvy	vitamins	malnutrition
disease	iodine	phosphorous	iron	minerals

VARIATIONS: word - picture
word - definitions
word - word

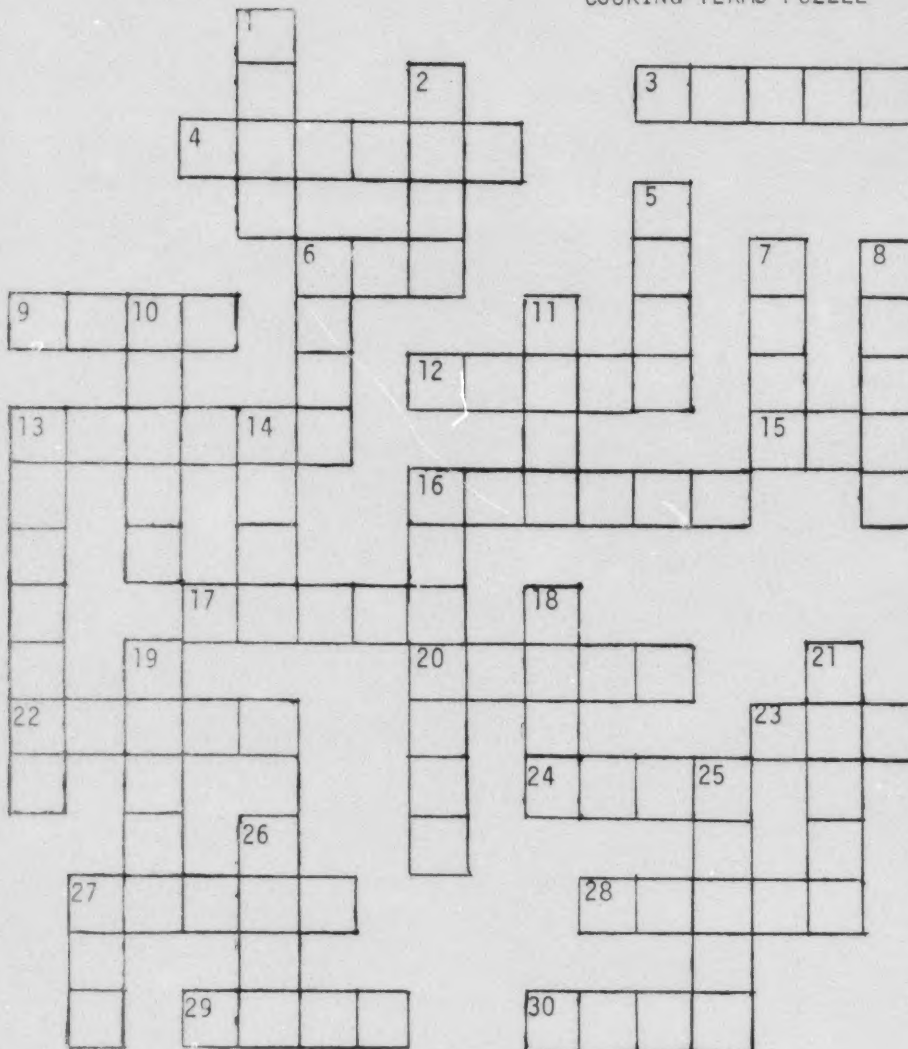
COOKING TERMS PUZZLE

- OBJECTIVE:** To answer definitions or incomplete sentences and to fit these answers into a crossword puzzle.
- MATERIALS:** A duplicated sheet with the crossword diagram for each student.
- DIRECTIONS:** Give each student a dittoed sheet of paper with a crossword diagram and a list of questions. The bottom portion of this puzzle lists the descriptive clues. Students find the answers through individual research, then fit the answers into the puzzle. When a number of students have completed the puzzle, ask one of them to put it on the chalkboard, then discuss each answer with the class. This type of puzzle can be used as a launching pad for class discussions and has the added virtue of giving the slower students a sense of accomplishment. The completed crossword puzzle also serves as a ready-made study guide for the student.

See Master List of vocabulary terms on page SML-4

See Master Key on page SK-4

COOKING TERMS PUZZLE



ACROSS

3. To dip and serve liquid with a special tool
4. To cook in liquid over low heat so bubbles form slowly
6. To put small pieces of one food on top of another, such as butter over pie filling
9. To cook in the oven
12. To place in the refrigerator to lower temperature
13. To rub pan surface with fat to prevent sticking
15. To take out the seeds
16. To mix shortening with dry ingredients, using a pastry blender or two knives
17. To beat until smooth, soft, and fluffy
20. To mix the ingredients until smooth and uniform
22. To cut into thin strips with a shredder
23. To stir foods together
24. To mix foods lightly
27. To coat with powdered covering
28. To rub on a food grater that breaks up the food into very fine particles.
29. To remove outer skin
30. To mix ingredients gently with a rubber spatula, whisk, or spoon

DOWN

1. To beat rapidly adding additional air
2. To make liquid by heating
5. To cook until liquid is so hot it bubbles hard
6. To cut food into small cubes of same size and shape
7. To cut in pieces the size of peas with a knife or food chopper
8. To pour or brush liquid over food while it cooks
10. To fold, turn, and press dough with heel of hand
11. To put dry ingredients through sifter or sieve
13. To decorate finished dish with colorful food to make it look pretty
14. To mix around and around with a spoon or fork
16. To mix ingredients
18. To make mixture smooth by mixing fast with beater or spoon
19. To cook directly over coals or under heat in broiler
21. To cut or finely chop food into tiny pieces
25. To heat milk just below boiling point. You'll see tiny bubbles around the edge.
26. To cut food into pieces with 6 sides that are usually larger than $\frac{1}{2}$ inch
27. To cook in hot fat

FOODS BASEBALL

- OBJECTIVE:** To review subject matter already taught in class. This may be used as a screening device to determine pupils who may need remedial help in retention skills.
- MATERIALS:** List of questions to be asked of players.
- DIRECTIONS:** Divide the class into two teams. Place chairs in baseball diamond shape as illustrated. First player from team I starts at home plate (chair) and answers the question asked by the instructor. He then moves to first base (chair) if s/he answers correctly. The second player comes to bat at home plate. If s/he answers correctly, then s/he moves to first base and the first player moves to second. The third player comes to bat and gets the next question (ball). If s/he answers correctly, all players move on to the next base. When the first player gets home s/he has scored a point for team I. When the second player gets home, s/he has scored another point. If a player misses a question, it's called an "out", and no one moves ahead. When three "outs" are made, the top of the first inning is over and team 2 comes to bat. At the end of the playing time, the scores are counted to determine the winning team.
- SAMPLES:**
1. Name 3 plants of which we eat the roots.
 2. Name 4 plants of which we eat the stalks.
 3. Name 2 plants of which we eat the leaves.
 4. Name 2 vegetables of which we eat the fruits.
 5. Name 2 vegetables of which we eat the flowers.
 6. Name 2 vegetables of which we eat the seeds.

FOODS CROSSWORD PUZZLE

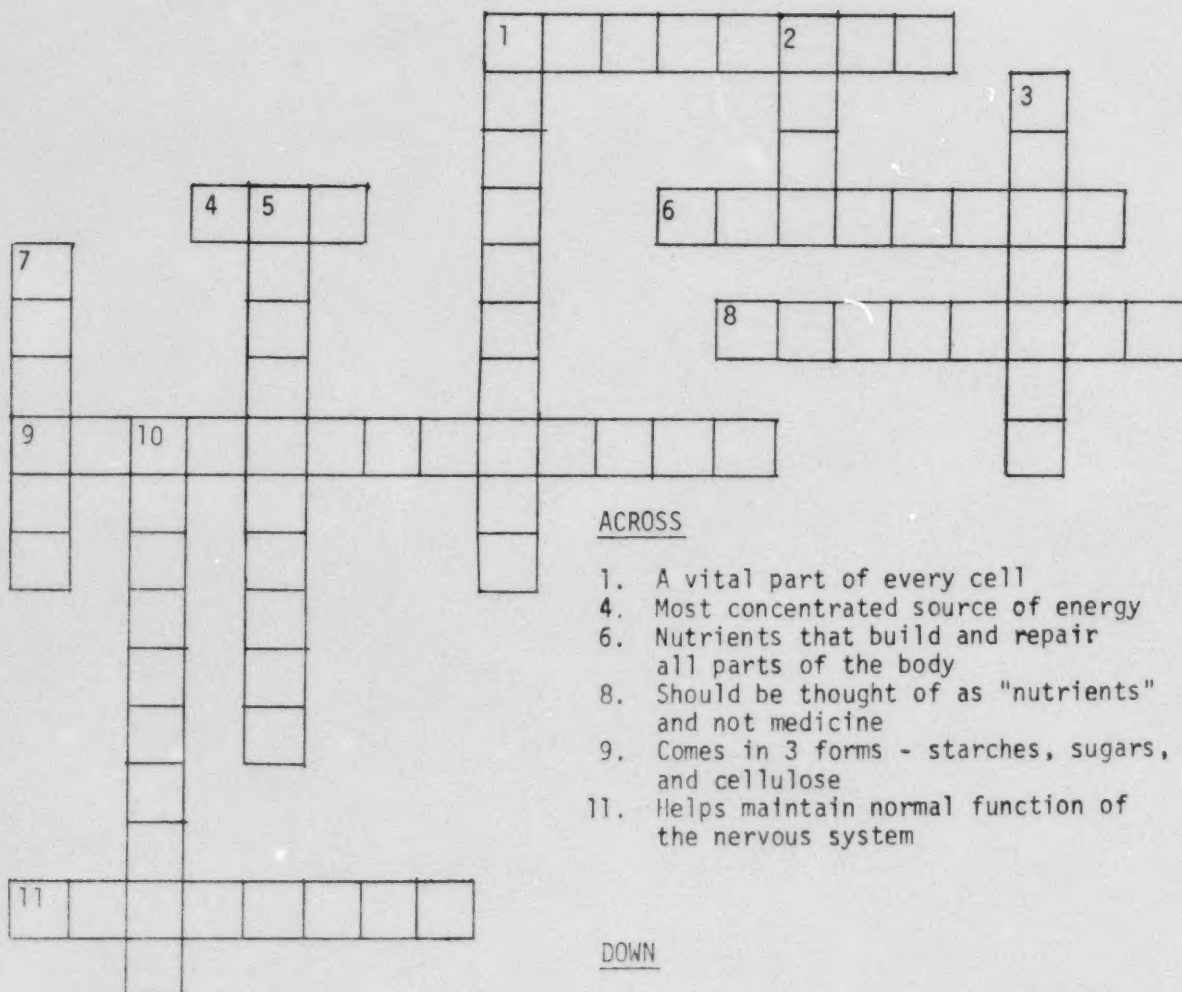
OBJECTIVE: To answer definitions or incomplete sentences and to fit these answers into a crossword puzzle.

MATERIALS: A duplicated sheet with the crossword diagram for each student.

DIRECTIONS: Give each student a dittoed sheet of paper with a crossword diagram and a list of questions. The bottom portion of this puzzle lists the descriptive clues. Students find the answers through individual research, then fit the answers into the puzzle. When a number of students have completed the puzzle, ask one of them to put it on the chalkboard, then discuss each answer with the class. This type of puzzle can be used as a launching pad for class discussions and has the added virtue of giving the slower students a sense of accomplishment. The completed crossword puzzle also serves as a ready-made study guide for the student.

See Master List of vocabulary terms on page SML-5

FOODS CROSSWORD PUZZLE



ACROSS

1. A vital part of every cell
4. Most concentrated source of energy
6. Nutrients that build and repair all parts of the body
8. Should be thought of as "nutrients" and not medicine
9. Comes in 3 forms - starches, sugars, and cellulose
11. Helps maintain normal function of the nervous system

DOWN

1. Reacts with calcium to build strong bones and teeth
2. Carries oxygen
3. Mineral that helps build strong bones and teeth
5. We need 8 of these in our body which we find in meats
7. Helps keep skin, mouth and tongue in good condition
10. Helps body release energy from our food and found in meat, mushrooms, milk

See Activity Key on Page SK-5

FOODS HANGMAN

OBJECTIVE: To provide practice with sight vocabulary and word meanings.

MATERIALS: Blackboard or overhead projector.

DIRECTIONS: The teacher or a student may act as the hangman. A word related to the material being studied is selected, but not revealed to the class. The class divides into 2 groups. The hangman's noose is drawn on the board and spaces are drawn in for the letters of the word. Each team member takes a turn about at guessing the word or letters in the word.

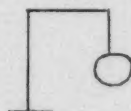
SAMPLE: Word selected: Calorie

Leader: (hint) If a person takes in too many of these, a weight gain may result.



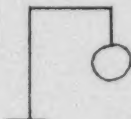
A member of team 1: I can't think of the word, so I'll guess letter H.

Leader: H is not found in this word. (Draws on the head of the man to be hung.)



A member of team 2: Letter A.

Leader: A is the second letter in this word.



_____a_____

Another member of team 1: Is the word calorie?



c a l o r i e

Leader: Right. That's 1 point for team 1, (if no one guesses the word, then the man is hung and neither team gets the point.)

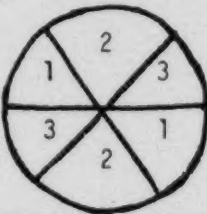
See Master List of vocabulary terms on page SML-5

FOODS PARCHEESI

OBJECTIVE: To provide practice in vocabulary building.

MATERIALS: Posterboard, chips

DIRECTIONS: Take a large piece of stiff rectangular paper and make a two inch margin around the edge. Divide that margin into spaces and in each space write a word, initial sound, or blend. Corner spaces can be used for penalties or rewards. Example: Move back four spaces, take another turn, etc.

Go Forward 2 Spaces	Preparation	Pasteurize	Saute	Calculate Cost	Go Back 2 Spaces
Service	Make a disk with numbers and an arrow. The student spins the arrow and moves the number of spaces indicated. S/he must read each word or sound as s/he moves to each space. S/he must read and <u>define</u> all the words. If s/he cannot, s/he must go back to the previous move. The first student to go around the board wins the game. 				Shears
Efficiently					Nutrient
Kitchen					Gourmet
Steam Table					Temperature of Washwater
Electric Blender					Diet
Recipe Book					Colander
Go Back 2 Spaces	Ladle	Tongs	Chef	Automatic Dishwasher	S T A R T

See Master List of vocabulary terms on page SML-5

REFERENCE: TECHNIQUES for Teachers of Adults. Vol. XV, No. 4,
January, 1975.

FOOD WORD JUMBLE PUZZLE

- OBJECTIVE: To provide practice in vocabulary building and spelling.
- MATERIALS: A duplicated sheet with the word jumble for each student.
- DIRECTIONS: Unscramble the letters and find the words having to do with food groups.

Unscramble these words:

1. S I F H
T 2 3 4
2. K M L I
5 6 7 8
3. B E E T A G V E L
9 10 11 12 13 14 15 16 17
4. A E E R C L
18 19 20 21 22 23
5. O E I T N R P
24 25 26 27 28 29 30
6. L R T Y U P O
31 32 33 34 35 36 37

Make 2 words by filling in the appropriate letter that corresponds to its number.

9 18 T 2 22

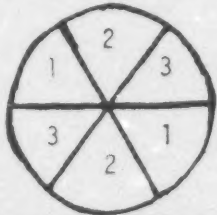
3 24 35 21

GO AROUND THE BOARD WITH FOOD TERMS

OBJECTIVE: To provide practice in building a good vocabulary in food terms.

MATERIALS: Posterboard, chips, die or spinner.

DIRECTIONS: On a large piece of stiff paper, make a board as the one shown below. Place additional terms on small cards. Certain spaces may be used for moving ahead, back or drawing a card.

Draw a Card	Simmer	Grate	Grease	Melt	Knead	Move Back 3
Combine	Make a disk with numbers and an arrow or use a single die. The student spins and moves the number of spaces indicated. S/he must read each word as s/he moves to each space. S/he must also define the word s/he lands on. If s/he cannot, s/he must go back to the previous move. The first student to go around the board wins the game. Whenever a student lands on Draw a Card space, s/he must carry out the instructions on the back. 					Chop
Cream						Fold
Cut-in						Scald
Flour						Whip
Mix						Peel
Move Ahead 2	Sift	Broil	Boil	Fry	Bake	START

See the Master List of vocabulary terms on page SML-4

GO AROUND THE BOARD WITH KITCHEN TOOLS

OBJECTIVE: To provide practice in building a good vocabulary in food terms.

MATERIALS: Posterboard, chips, die or spinner

DIRECTIONS: On a large piece of stiff paper, make a board as the one shown below. Place additional terms on small cards.

Move Ahead 3	Spatula	Draw a Card	Measuring Cup	Wooden Spoon
Baster	Make a disk with numbers and an arrow or use a single die. The student spins and moves the number of spaces indicated. S/he must read each word as s/he moves to each space. S/he must also define the word s/he lands on. If s/he cannot, s/he must go back to the previous move. The first student to go around the board wins. Whenever a student lands on Draw a Card space, s/he must carry out the instructions on the back.			Pot Fork
Can Opener				Sifter
Paring Knife				Slotted Spoon
S T A R T	Cutting Board	Move Back 2	Bottle Opener	Butcher Knife

CLOZE INVENTORY AND MAZE

- OBJECTIVE: To assess difficulty level to monitor comprehension.
- MATERIALS: Duplicated copy for each student
- DIRECTIONS: Give each student one copy and allow ample time to complete.

PROCEDURE FOR DEVELOPING THE CLOZE TEST by Wilson L. Taylor

I. Preparation

1. Select a sample passage from your reading material.
2. Type the first sentence just as it is.
3. Type each succeeding sentence leaving out every fifth word in the text until you have fifty blanks. The starting point for every fifth word can be chosen arbitrarily in the second sentence.
4. Replace each dropped word with a numbered blank of uniform length.
5. Type the last sentence completely, without inserting any blanks.
6. Prepare a 50-space answer sheet.

II. Student Instructions

7. Instruct the students to read the entire passage before completing any blanks.
8. Have the students fill in the blanks.

III. Evaluation

9. Score as correct those answers which are exactly the same as the words in the original reading material. Substitute words, even if they make good sense in the sentence, are scored incorrect.
10. Words with minor spelling errors may be accepted as correct.
11. Determine reading levels:
 - a. Independent reading level---23 and above correct.
 - b. Instructional reading level---19-22 correct.
 - c. Frustration reading level---below 19 correct.

Source: Cloze Procedure: A Tool for Measuring Readability, Journalism Quarterly 30: 415-33, Fall 1953.

FOODS CLOZE INVENTORY

Practice Good Nutrition to Look Your Best

Good nutrition, practiced day by day, can make you feel and look your best. How you feel is 1 as important to your 2 appearance as the clothing 3 wear or the hair 4 you choose.

Some people 5 be classified as beautiful 6 handsome, but because of 7 outlook on life and 8 good eating habits they 9 to overcome many deficiencies 10 physical requirements. Beauty is 11 and poise, cheerfulness, and 12 in others. Happy well-adjusted 13 achieve a beauty that 14 come out of a 15 or box. Beauty comes 16 within. It shows in 17 eyes, in your voice, 18 in the way you 19 with others.

A nourishing 20 of well-selected foods 21 the Four Basic Food 22 will help develop your 23 looks. It will help 24 you a clear skin, 25 eyes, glossy hair, sound 26 and strong muscles. It 27 how much you eat 28 counts --- it's what you 29! What you eat makes 30 difference between you as 31 energetic, cheerful, poised, attractive 32 you want to be, 33 the awkward, listless, inactive 34 gloomy person no one 35 interested in.

Proper eating 36 the most important of 37 beauty habits and for 38 reason, you should make 39 effort to establish a 40 for all good food. 41 one enjoys all

foods 42, but everyone can learn 43 taste all the foods
44 and possibly acquire a 45 for some previously avoided.
46 health and a sense 47 well being can add 48
your enjoyment of the 49 life. Good health starts with good
eating habits.

See Activity Key on page SK-5

FOOD MATCH GAME

OBJECTIVE: To provide practice in matching equipment with its name.

MATERIALS: A duplicated sheet for each student

DIRECTIONS: Place the letter of the equipment in column 2 on the blank in front of the number in column 1.

COLUMN 1

COLUMN 2

_____ 1. Grater

_____ 2. Vegetable peeler

_____ 3. Dry measuring cup

_____ 4. Liquid measuring cup

_____ 5. Sifter

_____ 6. Pastry blender

_____ 7. Electric mixer

_____ 8. Rubber spatula

_____ 9. Measuring spoons

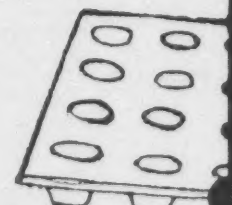
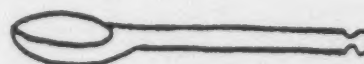
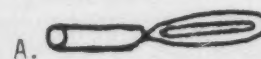
_____ 10. Sieve

_____ 11. Metal spatula

_____ 12. Muffin pan

_____ 13. Wooden spoon

_____ 14. Potholders



FOODS PUTTING THE FROSTING TOGETHER

- OBJECTIVE: To learn how to follow the directions in mixing decorative frosting.
- MATERIALS: A copy of the frosting recipe cut into strips, each containing one step in the directions in an envelope.
- DIRECTIONS: Have the student inspect the set of directions found below. When the student has looked carefully at the set of directions, give the student the envelope and have him/her follow these steps:
1. Separate the title from the first direction.
 2. Arrange the directions in their proper order.

DECORATIVE FROSTING

1. In a mixer bowl, cream 1 cup solid shortening till light and fluffy.
2. Gradually add about 1 lb. sifted powdered sugar to the shortening, beating well.
3. Beat 1/2 cup water into the sugar-shortening mixture.
4. Add 1 teaspoon clear butter and 1 teaspoon clear vanilla and 1/2 teaspoon salt and 1 tablespoon syrup to the water-sugar-shortening mixture.
5. Gradually add an additional 1 lb. sifted powdered sugar to the mixture in the mixing bowl, beating constantly until blended completely.
6. Beat in enough additional water to make frosting of spreading consistency.

FOODS WORD CLUE

What Food Is It?

OBJECTIVE: To provide a way to stimulate thinking while learning about foods.

MATERIALS: Index cards.

DIRECTIONS: Write four clues for each word on 4 separate index cards. If a student answers the first clue correctly, he gets 10 points; second clue, 7 points; third clue, 5 points, and the last clue, 2 points. At the end of the game, the person with the most points is the clue giver for the next game. (You may determine the rewards for the points)

CLUES: Peanuts

1. The Incan Indians in South America were growing and eating these nuts way back in 950 B.C.
2. Spanish explorers robbed the Incan Indians of their gold and silver treasures and also the strange little brown nut which the Incas ate.
3. The Spaniards used the nuts to trade with the African natives, getting elephant tusks and spices in exchange.
4. The Africans came to like the nuts so much that they called them "Goohers", an African word meaning "ground nut".

Salt

1. It has been used since the beginning of time. Reference to it is found in the Bible, Book of Job, written in 300 B.C. The Bible speaks of it more than 30 times.
2. At one time it was involved with religious significance and was a symbol of purity. Hebrews rubbed it on newborn babies to insure good health.
3. At one time it was the leading economic product during the Roman Empire.
4. The Roman soldiers were given this as part of their pay. It is important today; besides its use as a food, we cannot live without it.

Pineapple

1. Believed to have originated in Brazil, Spanish sailors carried it on their ships to prevent scurvy.
2. Seeds were washed on the shores of Hawaii from the wrecked ships and were left by Spanish sailors.
3. They grew very successfully on the islands of Hawaii.
4. It takes 18-23 months to produce the fruit and the average fruit weighs 5#, but some have weighed as much as 20#.

Hot Dog

1. According to some historians, it was first served at the St. Louis Exposition in 1902.
2. Over 14 billion were eaten last year, an average of nearly 80/person.
3. A Bavarian sausage peddler sold them at the Exposition as "Red Hots" and since they were too hot to handle, he gave his customers white gloves.
4. The gloves were expensive, so he hit on the idea of a bun to fit it.

Baked Beans

1. This main dish had its origin in the days of the Pilgrim fathers, when the Sabbath began at sundown on Saturday and continued until sundown on Sunday. During this time period, no labor of any kind could be performed.
2. This food was baked all day Saturday and served fresh for Saturday night. It was then heated for the Sunday meal.
3. This food was cooked in a big crockery pot in the oven.
4. Today this food is prepared and canned---goes well with "hot dogs".

Oranges

1. Started in China. It grew on thorn-spiked branches. The seeds were spread to India, Burma, Arabia, and into Europe.

2. The peel was used in medicine. Its oils used in perfumes and flavorings.
3. The fruit was developed in the eastern portion of the Mediterranean to be sweeter.
4. Columbus planted the first ones in the Western Hemisphere on the Island of Haiti. Grows in Florida and California.

Corn

1. This food is the most important food the American Indians gave the white man.
2. This food sustained the pioneers, colonists and nation builders, as well as the Indians.
3. A native food the Indians referred to as maize.
4. Grows on stalks and we eat from the "ears" or cut this off.

Snow Cone

1. Indian women scooped up balls of this and smothered them with maple syrup.
2. Comes in lots of flavors, such as, orange, cherry, grape, and lime now.
3. Served in cone-shaped paper cups at carnivals.
4. Made of ice and flavorings.

Vanilla

1. The bean was grown in Mexico. The Spanish explorer Cortez conquered the Aztecs and took not only gold and silver, jewels, but also the bean back to Spain.
2. The Spaniards were unable to produce the bean, although the plant would grow and produce the flower orchid.

3. A Frenchman discovered that tiny bees inhabited Mexico in the areas where these bean plants grew and that these flowers could not be fertilized by any other insect.
4. The bean makes a flavor and we use it in baking cakes, cookies, puddings, etc.

Tomato

1. The Central American Indians first developed it, then it spread to North and South America before Columbus got here.
2. The plant was raised for decorative purposes and was not eaten.
3. The settlers in America considered it poisonous. Thomas Jefferson was one of the first people to eat them.
4. A superstition arose back in the early days, that it stimulated "love" so it became known as the "love apple".

Cheese

1. It was known at least 2000 B.C. A merchant stumbled on it by accident when he made a journey across the hot desert, and poured some milk in his canteen, which was made from the dried stomach of a sheep.
2. This food has been mentioned in poetry, legend, and song through many centuries. The Greeks believed it had a divine origin, and regarded it as a proper offering to the gods.
3. The longer it ages, the better it tastes.
4. Today we enjoy many different types and varieties of this food.

FOODS WORD CLUE II

What Food Is It?

OBJECTIVE: To provide a way to stimulate thinking while learning about foods.

MATERIALS: Index cards

DIRECTIONS: Write four clues for each word on 4 separate index cards. If a student answers the first clue correctly, s/he gets 10 points; second clue, 7 points; third clue, 5 points, and the last clue, 2 points. At the end of the game, the person with the most points is the clue giver for the next game. (You may determine the rewards for the points).

CLUES: Oatmeal

1. Very popular in Scotland as a bread cereal.
2. Used with wheat flour to make cookies.
3. A popular cooked breakfast cereal.
4. Breakfast cereal which can be served hot with sugar and milk.

Noodles

1. Can be used as a meat extender.
2. A pasta product.
3. Can be green or cream in color.
4. Thick or thin ribbon shapes.

Salt

1. Used in very early food preservation.
2. The chemical formula is NaCl.
3. Used as a seasoning and a preservative.
4. Can be evaporated from sea water or mined from rocks.

Yeast

1. Reproduces rapidly under conditions of food, warmth, and moisture.
2. A microscopic unicellular plant.
3. Destroyed by high heat.
4. Flies freely in the air, feeds on sugars, and is used in making bread.

Baking Soda

1. The chemical formula is NaHCO_3 .
2. Is a leavening agent.
3. Requires an acid to produce carbon dioxide.
4. White powder used in cooking and housecleaning.

Cinnamon

1. Bark that has a sweet, warm taste and a delicate fragrance.
2. Available in oil form as well as ground and stick.
3. Popular seasoning.
4. Spice.

Mayonnaise

1. An emulsion.
2. Very rich in eggs and oil.
3. Used as a sandwich spread.
4. Potato salad would be dry without it.

Peanut

1. China produces over half of the total world supply.
2. Is a meat substitute.
3. Grown underground.
4. President Carter's private business.

Onion

1. We eat the bulb of this plant.
2. Has a milder flavor after it has been cooked, but don't breathe on your buddy after eating them.
3. Used as a seasoning.
4. Sliced - used on hamburgers or deep fat fried.

Sugar

1. Its chemical formula is $C_6H_{12}O_6$.
2. Available in various forms (granular, powdered); and poets say girls are made of it.
3. Formed in plant tissue.
4. The brown variety must be packed when measuring.

Pineapple

1. Associated with Hawaii.
2. Special shape with heavy spiky leaves at the top of the fruit.
3. Extremely sweet and juicy.
4. Put into fruit cocktail.

Apples

1. Cultivated throughout the midwest by a 19th century missionary.
2. Native to West Virginia.
3. Varieties are either yellow, red, or green.
4. All American favorite pie.

Peaches

1. Originated in China
2. Spherical with a groove on one side, and a fuzzy skin.
3. Has a strong pit.

4. Often girls will have a "_____ and cream" complexion.

Shrimp

1. Louisiana is the center of this food industry.
2. 50% of this food is canned.
3. May be served boiled, broiled, or deep fried.
4. Salads, appetizers, and main dishes. Can be eaten by holding the tail!

Veal

1. Light pink in color.
2. No marbling in the lean tissue.
3. No older than 1 year.
4. A very mild flavored meat.

Cocoa

1. A product of a plant grown near the equator.
2. Naturally bitter in taste until it is treated to bring out the flavor.
3. Used as a popular beverage flavoring.
4. An ingredient often used in chocolate cake.

Lobster

1. A product of the Atlantic Ocean.
2. Caught in traps.
3. Must be kept alive and in sea water until cooked.
4. The tail is the best known part.

Cornmeal

1. Used extensively for a kind of bread commonly made in the South.
2. May become rancid if kept too long.
3. Available in white or yellow.
4. The main ingredient in "hush puppies".

Rice

1. Must be cooked in $2\frac{1}{2}$ times more water.
2. Often used as a breakfast cereal.
3. Very important food in the diet of Oriental people.
4. Thrown at the bride and groom after a wedding.

Yogurt

1. Has a custard-like consistency.
2. Made from homogenized, pasteurized milk.
3. May be purchased as plain or fruit-flavored.
4. The dieter's friend.

Broccoli

1. Italian for "arm" or "branch".
2. Introduced in the United States in the last 25 years.
3. A tall, green plant with a green flower head.
4. Often used with cheese sauce in casseroles.

GOLDILOCKS UP-TO-DATE

- OBJECTIVE: To stimulate thinking, and to review subject matter already taught in class.
- MATERIALS: A duplicated sheet with the story for each student.
- DIRECTIONS: From the following list, choose the correct answer for each blank to complete the story.

Fill in the blanks with the correct number.

- | | | | |
|------------|---------------|------------------|----------------|
| 1. K | 5. milk | 9. dried prunes, | 13. grapefruit |
| 2. calcium | 6. phosphorus | apricots | 14. vitamin A |
| 3. oranges | 7. D | 10. iron | 15. raisins, |
| 4. C | 8. proteins | 11. rickets | dates |
| | | 12. D | 16. calcium |

GOLDILOCKS UP-TO-DATE

Once upon a time a little girl by the name of Goldilocks wandered through the woods in search of adventure. She passed beautiful wild flowers and walked around and around among the trees until she came to a clearing where she found a patch of wild strawberries. She stopped to eat some because, like _____ and _____, they were a good source of vitamin _____.

The day was ideally warm, the sky blue and the sun shining brightly, so Goldilocks removed her sweater. Exposing her arms to the sun gave her a better chance to acquire more vitamin _____ so necessary for the prevention of _____.

After eating all the ripe strawberries, Goldilocks noticed a large walnut tree nearby, and beneath it found some nuts from the previous fall. She put one on a big rock and cracked it. It tasted better than those from Mother's pantry and at the same time gave her _____ for building and repairing body tissue.

Goldilocks had seen enough of this part of the woods and decided to wander further on. Before long, she came to a quaint little house made of wood slabs and somewhat hidden by the surrounding trees and shrubs. She peeked into the window and, seeing no one, slowly opened the door. She entered a kitchen and on the table discovered three bowls of vegetable soup. She tasted the largest bowl and said, "The vegetables in this soup will give me _____ to promote growth and prevent night-blindness, but this soup is too hot."

She tasted the soup in the middle-sized bowl and said, "This should give me _____ to build strong bones and teeth, but it's too cold."

Finally, she tasted the soup in the little bowl and ate every last bit because it was just right.

Then, to help make her teeth strong and white, she decided to drink a glass of _____. This contained the minerals _____ and _____ which, together with the vitamin _____ from the sunshine, formed a three-man team that enabled these foodstuffs to be utilized in the body to the best advantage.

Goldilocks' next move was to look into the table drawer. Here she found a box of nails and said, "These contain _____ but I can't eat it in this form. Perhaps the refrigerator will have _____ or _____ to give me this mineral."

Poor Goldilocks! She was just eating the last bite of the bread when she heard a noise at the door. She peeked through the window and saw bears! Three of them! A large papa bear, a medium-sized mama bear and a little baby bear! They were opening the door just as Goldilocks jumped out the window. She landed on all fours and when she stood up to run away, she discovered that her left hand had been cut by a piece of glass. She held the cut with her other hand and it soon stopped bleeding, because her blood contained enough vitamin _____ to help it to coagulate quickly.

Goldilocks arrived home with no appetite for the good dinner her mother had waiting. We know the reason why, don't we?

NUTRITION CLOZE INVENTORY

- OBJECTIVE: To assess level of difficulty
- MATERIALS: Duplicated copy for each student
- DIRECTIONS: Give each student one copy of the test and answer sheet, and allow ample time to complete.

Select a sample passage from your text. Write the first sentence as it appears in the text. Write the following sentences leaving every fifth word blank until you have forty-five blanks. Write the last sentence without any blanks. Prepare an answer sheet with forty-five numbers and spaces for the answers. A sample is on the following page.

The students should read the entire passage before writing on the answer sheet. In scoring the answer sheet, count as correct the words which are exactly correct. Substitutions, even though they make sense, are incorrect. (Depending on the level of students, you may accept slightly misspelled words).

To determine the reading level, use the following table.

23 and above correct	-- independent reading level
19 - 22 correct	-- instructional reading level
below 19	-- frustration reading level

See Activity Key on Page SK-6

PRACTICE GOOD NUTRITION TO LOOK YOUR BEST

Good nutrition, practiced day by day can make you feel and look your best. How you feel is 1 as important to your 2 appearance as the clothing 3 wear or the hairstyle 4 choose.

Some people cannot 5 classified as beautiful or 6, but because of their 7 on life and their 8 eating habits, they manage 9 overcome many deficiencies in 10 requirements. Beauty is charm 11 poise, cheerfulness, and interest 12 others. Happy, well-adjusted 13 achieve a beauty that 14 come out of a 15 or box. Beauty comes 16 within. It shows in 17 eyes, in your voice, 18 in the way you 19 with others.

A nourishing 20 of well-selected foods 21 the Four Basic Food 22 will help develop your 23 looks. It will help 24 you a clear skin, 25 eyes, glossy hair, sound 26, and strong muscles. It 27 how much you eat 28 counts -- it's what you 29! What you eat makes 30 difference between you as 31 energetic, cheerful, poised, attractive 32 you want to be, 33 the awkward, listless, inactive, 34 gloomy person no one 35 interested in.

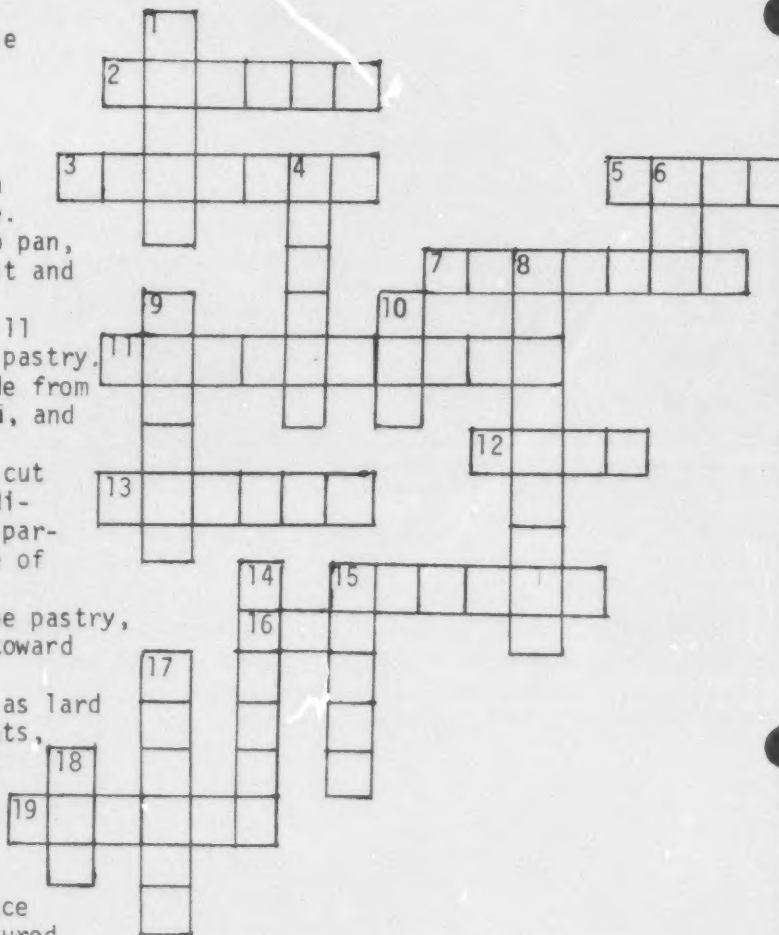
Proper eating 36 the most important of 37 beauty habits and for 38 reason, you should make 39 effort to establish a 40 for all good food. 41 one enjoys all foods 42, but everyone can learn 43 taste all the foods 44 and possibly acquire a 45 for some previously avoided. Good health and a sense of well-being add to your enjoyment of the good life and good health starts with good eating habits.

PIE PASTRY CROSSWORD PUZZLE

- OBJECTIVE:** To answer definitions or incomplete sentences and to fit these answers into a crossword puzzle.
- MATERIALS:** A duplicated sheet with the crossword diagram for each student.
- DIRECTIONS:** Give each student a dittoed sheet of paper with a crossword diagram and a list of questions. The bottom portion of this puzzle lists the descriptive clues. The students find the answers through individual research, then fit the answers into the puzzle. When a number of students have completed the puzzle, ask one of them to put it on the chalkboard, then discuss each answer with the class. This type of puzzle can be used as a launching pad for class discussions and has the added virtue of giving the slower students a sense of accomplishment. The completed crossword puzzle also serves as a ready-made study guide for the students.

ACROSS

2. A properly baked pie crust will have a light _____ color.
3. Shortening is cut into the flour and salt mixture with a pastry _____ or knife.
5. To lift pastry into pan, _____ the pastry first and then lift.
7. Too little water will make a _____, heavy pastry.
11. Pastry is dough made from flour, salt, liquid, and _____.
12. It is necessary to cut fat into dry ingredients until the fat particles are the size of small _____.
13. When rolling out the pastry, work from the _____ toward the edges.
15. Cooking fats, such as lard and hydrogenated fats, make the dough _____.
16. The rolled dough should be about _____ inches larger than the pan.
19. To roll pastry, place it on a lightly floured board or _____ cloth or waxed paper.



DOWN

1. If crust is to be baked unfilled, prick small _____ in the dough with a fork on the bottom and sides of the pan.
4. Pastry should be rolled to one-_____ inch thickness.
6. There are 3 basic methods for making pastry: the cold-water, hot-water, and _____.
8. Place pastry in an _____ pie pan.
9. Meringue for pies is made by beating egg _____ and adding sugar.
10. When rolling pastry for pies, only roll enough for _____ crust at a time.
14. Too much water will make the dough so _____ that it cannot be handled.
15. Too much flour can cause a pastry to be _____.
17. Try to handle pastry as _____ as possible.
18. Pastry dough contains more _____ and less liquid than biscuit dough.

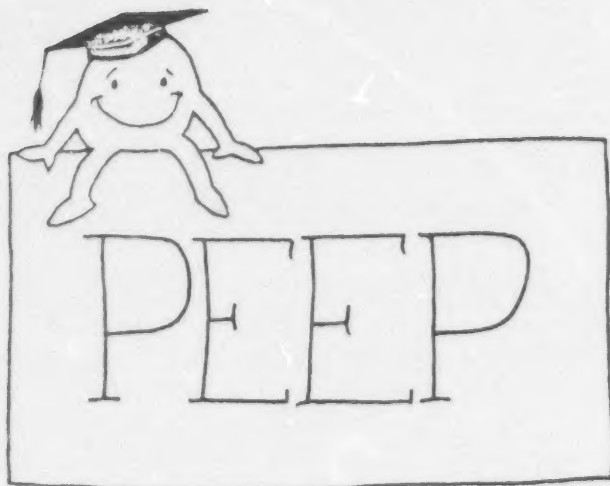
HOME FURNISHINGS I KNOW IT

OBJECTIVE: To provide practice in vocabulary skills.

MATERIALS: Index cards

DIRECTIONS: Print words on a set of index cards. Place them in a pile, face down, before two students. As each student draws a card s/he must read aloud the word printed on it. The person with the most cards wins. The meaning of the words can be part of the activity also.

SAMPLE WORDS:	straight chair	rocking chair	armchair
	single bed	bunk beds	poster bed
	table	coffee table	end table
	chest	double chest	desk
	bookcase	cupboard	kitchen cabinet
	drawer	shelf	tray
	throw rug	carpet	hall runner



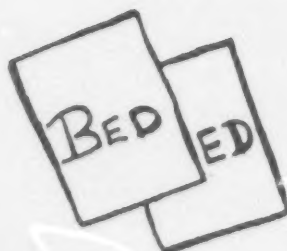
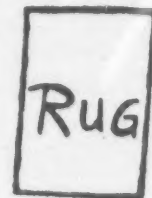
HOME FURNISHINGS OLD MAID

- OBJECTIVE: To provide practice in vocabulary building.
- MATERIALS: 20 index cards
- DIRECTIONS: Using index cards, make a deck of about 20 cards, plus one additional card for the Old Maid. At the top of each card, print one word. Make a duplicate card for each word, ten words in all. The Old Maid card is one unpaired word.

Deal out all the cards. Beginning with the person at the dealer's left, take turns drawing from the person to the right. As pairs are formed, the word is pronounced and the "book" placed on the table. Continue until all the cards are paired and one person is left with the Old Maid. The word on the Old Maid card may be changed frequently to prevent memorization.

- VARIATIONS: word - picture
word - definition
word - word
word and picture - definition

- SAMPLE WORDS: bed blanket
chest quilt
desk bedspread
chair lamp
bookcase curtains
pillow rug



HOME FURNISHINGS WORDO

OBJECTIVE: To provide practice in vocabulary skills.

MATERIALS: Squares of paper, cards

DIRECTIONS: Take square pieces of paper and draw on them 25 blocks--5 across, 5 rows down. Print 25 vocabulary words at random in the 25 blocks (to save time, make a stencil of the divided paper and run off copies as you need them). Give each student a copy of the marked paper. Prepare a set of cards with the same words for the person who will call the game.

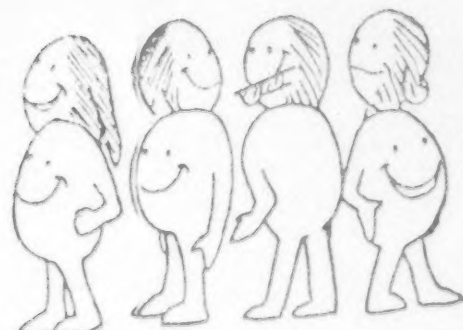
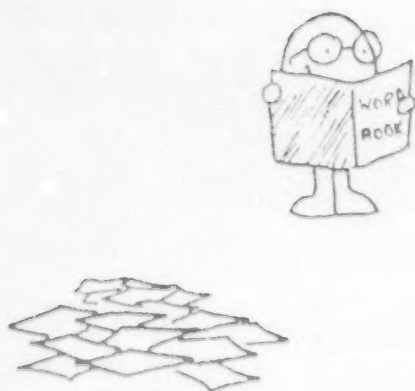
The caller reads each word aloud and spells it. Students cover each word with a small piece of cardboard as it is called. When a student has covered five words across, down, or diagonally, s/he wins, and cries "Wordo!" The winner can then be the caller for the next game (if s/he reads well enough).

W	O	R	D	O
bed	chaise	shelf	drawer	chest
wardrobe	closet	chair	table	ottoman
footstool	stool	FREE	coffee table	tea cart
cushion	pillow	mattress	springs	bed frame
curtains	draperies	bedspread	quilt	blanket

VARIATIONS: word - picture
word - definitions
word - word

HOME FURNISHINGS WORD RELAY

- OBJECTIVE:** To provide quick recognition of words (by sight and sound) that are necessary for the content material being taught.
- MATERIALS:** 25-30 word cards. Words may be printed on 3" tagboard. New word cards may be made to replace words to be learned for each game.
- DIRECTIONS:** Place cards on the floor or table. Place students on the other side of the room in a line as shown in the diagram. The instructor calls out a word and the first player on each team runs to the cards trying to be the first to find it. When a player returns to his/her team, the instructor calls out another word, and the second player on each team runs to get the word card. The team with the most correct cards at the end of the game wins.
- VARIATIONS:** The instructor can indicate a word to find and at the signal each player finds his/her word and runs back so the next player can run, as in a relay.
- SAMPLE WORDS:**
- | | | |
|-----------|-------------|----------|
| roof | lavatory | cupboard |
| doorway | commode | sink |
| window | bedroom | shelving |
| floor | sewing room | garage |
| door | kitchen | sidewalk |
| wall | hallway | porch |
| chimney | closet | patio |
| fireplace | | stairs |
| bathtub | | basement |



HOME FURNISHINGS WORD SEARCH PUZZLE

- OBJECTIVE: To provide practice in word recognition, vocabulary, and spelling reinforcement.
- MATERIALS: A duplicated sheet with the word search puzzle for each student.
- DIPECTIONS: The following puzzle can be used in several ways to teach the above skills. The words can be given orally, one-by-one, training the student to visualize the word and find it. The definitions might be given either orally or in writing to review vocabulary and spelling of the hidden words. In individual situations where particular students have few, if any, reading skills, the list of words might be given to help these students in word recognition.

PUZZLE - HOME FURNISHINGS

A	C	U	P	D	O	A	R	D	C	E	G	H	J	L	M	O	O
F	L	E	D	E	A	J	H	I	G	D	E	S	K	F	D	B	A
C	O	Q	R	D	Y	C	G	V	T	U	V	E	X	Y	Z	A	B
D	S	P	S	X	Z	D	J	A	R	S	W	A	M	L	Q	A	B
K	E	O	T	W	A	E	I	N	I	G	H	T	S	T	A	N	D
P	T	N	U	Y	B	F	H	A	U	W	Q	P	O	A	L	D	R
T	M	X	C	H	A	I	R	E	V	E	C	N	M	B	A	M	A
M	L	Z	H	W	J	K	L	D	X	A	A	L	K	L	P	R	W
N	K	Y	A	X	I	L	A	M	P	O	B	J	I	E	A	W	E
A	J	W	I	Y	H	G	M	R	I	U	I	H	G	E	R	S	R
A	I	V	S	O	F	A	N	S	L	Y	N	F	E	A	P	P	S
B	H	V	E	Z	C	B	O	T	L	W	E	D	P	L	E	P	E
C	G	Q	P	A	A	E	P	U	O	A	T	C	B	A	C	H	E
E	F	O	P	C	B	F	Q	V	W	X	Y	Z	A	C	D	E	F

Locate in the puzzle the following terms:

bed
cupboard
closet
divan
nightstand

drawers
chair
chaise
sofa
table

lamp
pillow
desk
seat
cabinet

See Activity Key on Page SK-7

HOME FURNISHINGS WORD SEARCH PUZZLE II

- OBJECTIVE:** To provide practice in word recognition, vocabulary, and spelling reinforcement.
- MATERIALS:** A duplicated sheet with the word search puzzle for each student.
- DIRECTIONS:** The puzzle on the next page can be used in several ways to teach the above skills. The words can be given orally, one-by-one, training the student to visualize the word and find it. The definitions might be given either orally or in writing to review vocabulary and spelling of the hidden words. In individual situations where particular students have few, if any, reading skills, the list of words might be given to help these students in word recognition and a brief definition.

HOME FURNISHINGS WORD SEARCH PUZZLE II

Locate in the puzzle the following terms:

walls
ceiling
lights
floor
end table

door
window
bathtub
shower

furniture
roof
steps

patio
stairway
sink
attic

commode
cupboard
porch
bedroom
chimney

```

A C A B O N R C X S T E P S
C B A T H T U B R H A N A T
A W A L L S O C S O C D C A
E D R F B A P S T W A T D I
F A O R B S I N K E C A E R
U O C T R L A S C R B B F W
R R A T T I C B C D E L G A
N X C N W G H U S E D E R Y
I C E D I H I W P G R C C F
T O I C N T M L A B O D S L
U M L B D S N F T H O E E O
R M I E O C E G I T M A T O
E O N E W D Y C O M D S R R
B D G C A E C S S X R S M D
E E X C C F D R T O B R N S
F D O O R G E P O R C H P T
G G E R C H G P P C C X Q A
  
```

See Activity Key on Page SK-7

HOUSING BASEBALL

OBJECTIVE: To review subject matter already taught in class. This may be used as a screening device to determine pupils who may need remedial help in retention skills.

MATERIALS: List of questions to be asked of players.

DIRECTIONS: Divide the class into two teams. Place chairs in baseball diamond shape. First player from team 1 starts at home plate (chair) and answers the question asked by the instructor. S/he then moves to first base (chair) if s/he answers correctly. The second player comes to bat at home plate. If s/he answers correctly then s/he moves to first base and the first player moves to second. The third player comes to bat and gets the next question (ball). If s/he answers correctly all players move on to the next base. When the first player gets home s/he has scored a point for team 1. When the second player gets home s/he has scored another point. If a player misses a question it's called an "out" and no one moves ahead. When three "outs" are made, the top of the first inning is over and team 2 comes to bat. At the end of the playing time the scores are counted to determine the winning team.

**SAMPLE
QUESTIONS:**

1. Name three materials for building houses.
2. Name three materials for building roofs.
3. Name four materials for finishing the walls of a room.
4. Name five different kinds of floor coverings.
5. Name three different kinds of windows.
6. Name two rooms that will need plumbing.
7. Name five rooms that will need wiring.
8. Name four rooms that will need cupboards.
9. Name a part of the house that will take you up and down to another floor.
10. Name a part of the house that lets you move from room to room without going through a room.

HOUSING WORD JUMBLE PUZZLE

- OBJECTIVE:** To provide practice in vocabulary building and spelling.
- MATERIALS:** A duplicated sheet with the word jumble for each student.
- DIRECTIONS:** Unscramble the letters and find the words having to do with home furnishings.

Unscramble these words:

- | | |
|--|--|
| 1. D E S R E B P A D
1 2 3 4 5 6 7 8 9 | 6. T A L B E N K
40 41 42 43 44 45 46 |
| 2. S P R A D R I E E
10 11 12 13 14 15 16 17 18 | 7. L I Q U T
47 48 49 50 51 |
| 3. W I L P O L
19 20 21 22 23 24 | 8. P A L M
52 53 54 55 |
| 4. R E S T S T A M
25 26 27 28 29 30 31 32 | 9. S H E C T
56 57 58 59 60 |
| 5. S R I P G N S
33 34 35 36 37 38 39 | 10. A H I R C
61 62 63 64 65 |

Make 2 words by filling in the appropriate letter that corresponds to its number.

6 26 9 34 23 23 32 41 64 51 63 59 21 26 33

See Master List of vocabulary terms on page SML-6

See Activity Key on Page SK-8

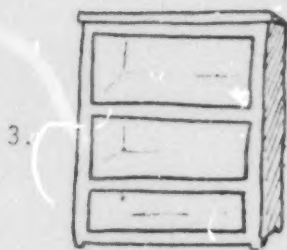
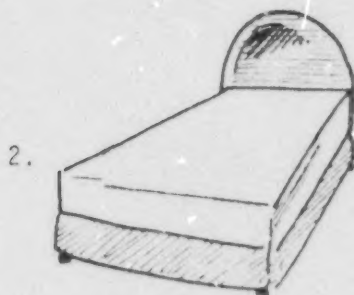
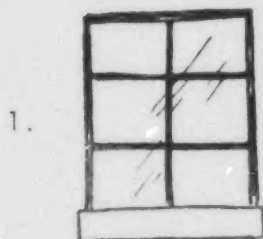
FIND A PAIR

OBJECTIVE: To provide practice in determining furnishings that go together.

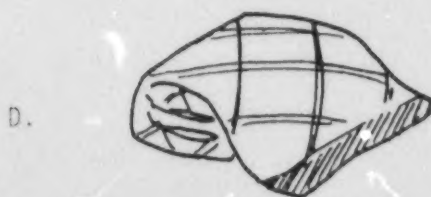
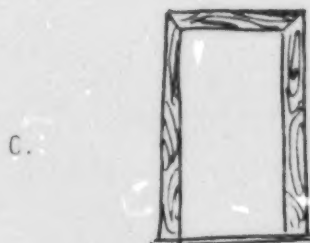
MATERIALS: A duplicated sheet for each student.

DIRECTIONS: Write the correct letter from Column II in front of the number in Column I that it matches.

Column I

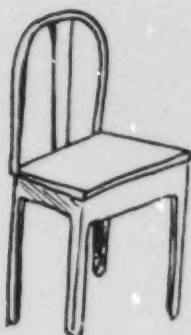


Column II



FIND A PAIR

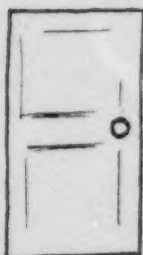
5.



E.



6.



F.



7.



G.



8.



H.



See Activity Key on page SK-8

FURNISHINGS CONCENTRATION

OBJECTIVE: To provide practice in vocabulary building.

MATERIALS: Index cards

DIRECTIONS: Using index cards, make a set of 10 cards, a forfeit card, and a wild card. At the top of each card, print a word. Make a duplicate set for each word. Place the cards word down. Player one turns over two cards; if they match, s/he pronounces the word and receives 1 point. If they do not match, turn the cards back over. The next player has his/her turn. If a player matches the forfeit card, s/he takes a point from the opponent. Wild cards will match anything. Continue until all cards are turned over.

SAMPLE WORDS: wardrobe chaise cabinet
dresser chair divan
cupboard shelf sofa
desk drawer hide-a-bed
Murphy bed

VARIATION: 1 set of words with 1 set of pictures
1 set of words with 1 set of definitions

FURNISHINGS YOU DON'T SAY

OBJECTIVE: To guess correctly the word or name being sought through clues.

MATERIALS: 3 x 5 index cards

DIRECTIONS: Divide the class into two teams. Each team selects the most able representative to come to the front of the room and give clues.

Give the two clue-givers a card with the same name written on it (Henry Ford, for example). Choose one clue-giver to begin the game (the opportunity to go first will rotate with each new name).

The first clue-giver might give a clue, such as: (Chevy Eater) with the clue, the clue-giver's team discusses the clue and decides the missing word is "Ford". They have a short, specified amount of time to come up with the correct answer; someone will probably call out Ford, among other names.

When time expires, the other clue-giver gives his/her clue. (For example: A man's first name which rhymes with a type of abarsive cloth, (emery cloth).

Alternate clues: First on race day
Fix or repair daily
Tin Lizzy
Started the alphabet
Model "A", Model "B"
A type of vegetable juice

- Clue Words:
- | | |
|---|---|
| 1. Connects all the rooms. | 7. Pool, ping pong, T.V., and movies. |
| 2. You go up or down or around. | 8. Bats could live here. |
| 3. Tin. Pan. Alley. | 9. Mr. Clean and Mrs. Press are in hot water. |
| 4. Dreamers special. | 10. Where you dance all night. |
| 5. You go in here dirty and come out clean. | 11. Named for the meal you eat in there. |
| 6. Put your feet up and read. | 12. The butler or maid works here. |

GO AROUND THE BOARD

- OBJECTIVE:** To provide practice with sight vocabulary and further develop word recognition skills.
- MATERIALS:** A rectangular piece of heavy paper, about one foot square, with a 2 inch margin. The margin is divided into spaces in which words for practice are written; some of the spaces may be used for penalties or rewards. A spinner for determining the number of spaces to be moved; a colored marker for each player.
- DIRECTIONS:** Each player, in turn, spins the arrow and moves clockwise the number of spaces indicated, starting with "Home Base". He reads the word that he "lands on". If he doesn't know the word, he returns to the original space until his next turn. The pupil first going all the way around to "Home Base" wins. (Phrases or sentences may also be used.)

MOVE AHEAD 3	RECTAL TUBE	MOVE BACK 3	LAVAGE	NG TUBE
EMESIS				
GAVAGE				
FLATUS				
-START- HOME BASE	EXPECTORATE	INCONTINENCE	MOVE BACK 2	SALIVA
				SUCTION
				MUCUS
				MOVE AHEAD 3
				SPUTUM

REFERENCE: Wagner, Guy and Hosier, Max. Reading Games. New York. Macmillan Publishing Co., Inc., 1970.

GROOMING WORD SCRAMBLE

- OBJECTIVE: To provide practice in word recognition and spelling.
- MATERIALS: A duplicated sheet with the word scrambles for each student.
- DIRECTIONS: Unscramble the letters and find the words dealing with grooming.

Unscramble these words:

- | | |
|-------------|----------------|
| 1. mongroig | 14. dorandoet |
| 2. aelhth | 15. baethr |
| 3. pstroue | 16. cerxseie |
| 4. teauby | 17. ters |
| 5. cafe | 18. tothoshrub |
| 6. tabh | 19. tefe |
| 7. tied | 20. doof |
| 8. niks | 21. eposi |
| 9. apos | 22. sictmecos |
| 10. ancle | 23. arhi |
| 11. hetet | 24. eyltrsiah |
| 12. mabc | 25. tgheiw |
| 13. surhb | |

See Activity Key on Page SK-9

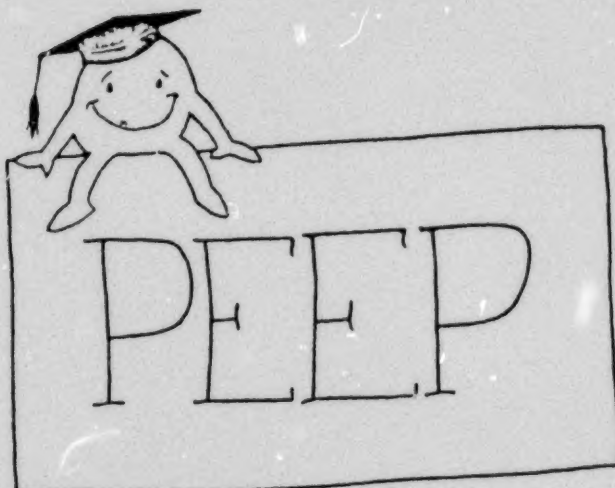
I KNOW IT

OBJECTIVE: To provide practice in vocabulary skills.

MATERIALS: Index cards

DIRECTIONS: Print words on a set of index cards. Place them in a pile, face down, before two students. As each student draws a card, he must read aloud the word printed on it. The person with the most cards wins. The meaning of the words can be part of the activity also.

SAMPLE WORDS:	bedpan	urinate	specimen	incontinent
	urinal	micturate	stool	genital
	defecate	sputum	excretion	perineum
	void	saliva	mucus	expectorate



REFERENCE: TECHNIQUES for Teachers of Adults. Vol. XV, No. 4,
January, 1975.

TREASURE HUNT

- OBJECTIVE: To provide practice in vocabulary building.
- MATERIALS: Small objects, pictures, and index cards.
- DIRECTIONS: Fill a box with small objects, equipment, tools, and/or pictures cut from newspapers and magazines. Prepare index cards with words corresponding to each object or picture. Each student draws an object or picture from the box, then looks for the corresponding word card. The winner is the student with the largest number of correct word cards.
- SAMPLE WORDS:
- | | |
|--------------------------------|----------------------|
| pick-up forceps in a container | tongue depressor |
| rectal tube | gauze (4 x 4) |
| sphygmomanometer | bath thermometer |
| stethoscope | hospital ID bracelet |
| emesis basin | percussion hammer |
| nasal oxygen catheter | KY jelly |
| nasal oxygen cannula | thermometer |
| oxygen mask | |

REFERENCE: TECHNIQUES For Teachers of Adults. Vol. XV, No. 4,
January, 1975.

WORDO

OBJECTIVE: To provide practice in vocabulary skills.

MATERIALS: Squares of paper, cards

DIRECTIONS: Take square pieces of paper and draw on them 25 blocks-- 5 across, 5 rows down. Print 25 vocabulary words at random in the 25 blocks (to save time, make a stencil of the divided paper and run off copies as you need them). Give each student a copy of the marked paper. Prepare a set of cards with the same words for the person who will call the game.

The caller reads each word aloud and spells it. Students cover each word with a small piece of cardboard as it is called. When a student has covered five words across, down, or diagonally, he wins, and cries "Wordo!" The winner can then be the caller for the next game (if he reads well enough).

W	O	R	D	O
blood pressure	hypertension	pulse	apical pulse	mercury
temperature	systolic	oral	diastolic	respiration
stethoscope	axillary	vital signs	hypotension	Fahrenheit
thermometer	brachial artery	pulse pressure	heart	sphygmomanometer
radial pulse	aneroid	rectal	lungs	Centigrade

VARIATIONS: word - picture
word - definitions
word - word
word and picture - definition example on the following page

REFERENCE: TECHNIQUES for Teachers of Adults. Vol. XV, No. 4, January, 1975.

WORD RELAY

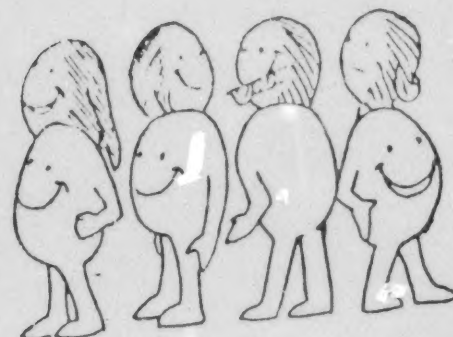
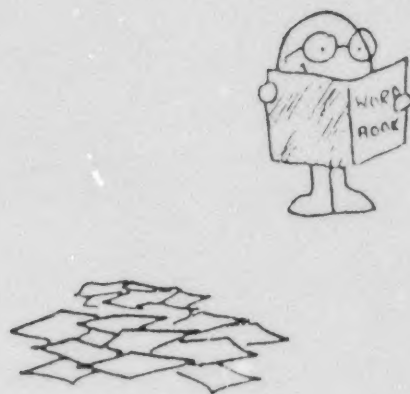
OBJECTIVE: To provide quick recognition of words (by sight and sound) that are necessary for the content material being taught.

MATERIALS: 25-30 word cards. Words may be printed on 3" tagboard. New word cards may be made to replace words to be learned for each game.

DIRECTIONS: Place cards on the floor or table. Stand students in a line on the other side of the room. The instructor calls out a word and the first player on each team runs to the cards trying to be the first to find it. When a player returns to his/her team, the instructor calls out another word, and the second player on each team runs to get the word card. The team with the most correct cards at the end of the game wins.

VARIATIONS: The instructor can indicate a word to find and at the signal, each player finds his/her word and runs back so the next player can run, as in a relay.

SAMPLE WORDS:	chart	tape	bandage
	stethoscope	emesis basin	gauze
	thermometer	stretcher	disinfectant
	catheter	wheelchair	pick-up forceps
	oxygen	sphygmomanometer	uniform
	blood	tongue depressor	vaginal speculum
	syringe	ophthalmoscope	urinal
	needle	otoscope	bedpan



WORD SEARCH PUZZLE

- OBJECTIVE:** To provide practice in Word Recognition, Vocabulary, and Spelling Reinforcement.
- MATERIALS:** A duplicated sheet with the word search puzzle for each student.
- DIRECTIONS:** The following puzzle can be used in several ways to teach the above skills. The words can be given orally, one-by-one, training the student to visualize the word and find it. The definitions might be given either orally or in writing to review vocabulary and spelling of the hidden words. In individual situations where particular students have few, if any, reading skills, the list of words might be given to help these students in word recognition.

WORD SEARCH PUZZLE

Find and circle the following words in the puzzle below.

- | | | |
|----------------|-----------------|-------------|
| 1. bladder | 9. urine | 17. rectum |
| 2. suction | 10. distention | 18. sputum |
| 3. catheter | 11. flatus | 19. output |
| 4. douche | 12. nasogastric | 20. intake |
| 5. enema | 13. IV | 21. cc |
| 6. sitz bath | 14. tube | 22. cannula |
| 7. nausea | 15. flab | 23. oxygen |
| 8. suppository | 16. feces | 24. kidney |

X A S G H T A B Z T I S N C
R D H U U Q F Z A E S U A N
C M U T C E R X I K Q P S A
D R U M A T A A O I S P O R
O B I C T D I Q U D V O G E
E A N E H C U O D N T S A D
B L Q A E C W Y N E S I S D
A F L A T U S X V Y V T T A
Z B U T E N E M A U T O R L
F F O E R I G N E C U R I B
P N O I T N E T S I D Y C P
Q O X Y G E N P E N U C D O
U I J C F A U O C E N I R U
O U T P U T B Z E K A T N I
S P R C U D Y A F C N M U K
P A B M U N E A L U N N A C

BASEBALL

- OBJECTIVE: To review subject matter already taught in class.
- MATERIALS: List of questions to be asked of players.
- DIRECTIONS: Divide the class into two teams. Place chairs in baseball diamond shape as illustrated. First player from team 1 starts at home plate (chair) and answers the question asked by the instructor. He then moves to first base (chair) if s/he answers correctly. The second player comes to bat at home plate. If s/he answers correctly, then s/he moves to first base and the first player moves to second. The third player comes to bat and gets the next question (ball). If s/he answers correctly, all players move on to the next base. When the first player gets home s/he has scored a point for team 1. When the second player gets home, s/he has scored another point. If a player misses a question, it's called an "out" and no one moves ahead. When three "outs" are made, the top of the first inning is over and team 2 comes to bat. At the end of the playing time, the scores are counted to determine the winning team.
- SAMPLE QUESTIONS:
1. Name the diet which has no salt on the tray.
 2. Name the diet indicated for a patient who has gallbladder disease.
 3. Name the diet ordered for an overweight person.
 4. Name the diet which is the same as normal, but is chopped or strained for patients having difficulty chewing or swallowing.
 5. Name the diet for patients who do not require any restrictions.
 6. Name the diet which balances the food intake with insulin and body requirements.
 7. Name the diet that avoids spicy foods.
 8. Name the liquid diet which avoids juices and milk.

HEALTH BINGO CARD

B	I	N	G	O
blood pressure	defecate	flatus	senile	dilate
Cheyne- Stokes	sterili- zation	gavage	emaciation	distention
health	oral	F R E E	calorie	expectorate
asepsis	mitered corner	decubitus	void	lavage
percussion	ambulatory	apnea	nutrition	transfer

HEALTH BINGO CARD

OBJECTIVE: To provide practice in word recognition, vocabulary, and spelling reinforcement.

MATERIALS: A health bingo card for each student.

DIRECTIONS: The instructor or caller repeats a definition and the student covers the one term that best fits.

- VARIATIONS:
- I. Slides, photos or the actual tool may be shown.
 - II. A word description of the use of the tool or instrument may be given.
 - III. Cards may be used as an evaluation instrument. Students number from 1 to 24 on paper and write the name and/or use of the tool or instrument.
 - IV. The caller displays a picture of equipment with no word description; the student must cover the word or term.

See Master List of vocabulary terms on page SML-7

BINGO - DEFINITIONS FOR CALLER

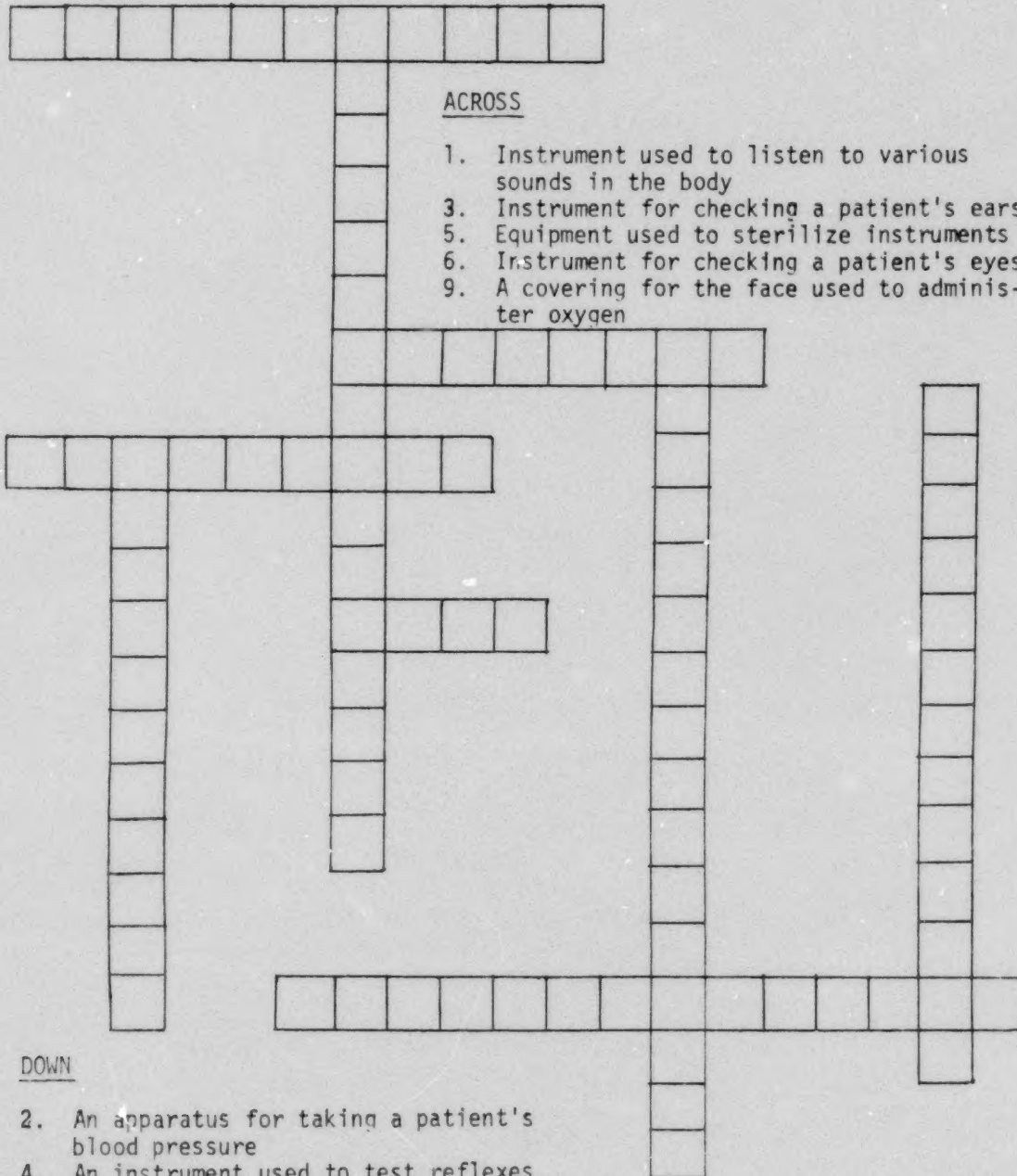
1. Examination by tapping with the fingers.
2. The force of the blood pushing against the walls of the blood vessels.
3. The breathing is shallow and slow; then the respiration becomes faster and deeper until it reaches a peak. They then slow down and become shallow. The breathing may then stop completely for 10 seconds and the pattern begins again.
4. Distant from the surface.
5. The condition in which all functions of the body and mind are normally active.
6. Free from all disease-causing organisms.
7. Able to walk around.
8. Related to the mouth.
9. Refers mainly to the treatment of disease.
10. The process of destroying all micro-organisms, including spores.
11. To excrete solid waste material from the bowels.
12. The special corner made on hospital beds to provide tightness and neatness.
13. The several processes by which the body takes in and uses food.
14. To cough up matter from the lungs or trachea and spit it out.
15. Intestinal gas.
16. Feeding a patient by putting a tube into his stomach.
17. An area of the skin that becomes broken and painful caused by interference with circulation often from continuing pressure.
18. A wasting away of the flesh which is caused by disease or the lack of food.
19. The process of getting rid of liquid waste from the body.
20. Related to the physical and mental changes associated with old age.
21. Four special functions that doctors and nurses can measure to help in an understanding of the patient's condition.

22. Cessation of breathing, usually of a temporary nature.
23. Unit for measuring the energy produced when food is oxidized in the body.
24. A semi-solid preparation which is inserted into a body opening, such as the vagina or rectum.
25. When fluid is drawn out of the stomach through use of an NG tube.
26. Post-operative swelling.
27. Moving a hospital patient from one patient unit to another.
28. To expand.
29. To become smaller, as a blood vessel.
30. To discharge urine; to void.

HEALTH CROSSWORD PUZZLE

- OBJECTIVE:** To answer definitions or incomplete sentences and to fit these answers into a crossword puzzle.
- MATERIALS:** A duplicated sheet with the crossword diagram for each student.
- DIRECTIONS:** Give each student a dittoed sheet of paper with a crossword diagram and a list of questions. The bottom portion of this puzzle lists the descriptive clues. Students find the answers through individual research, then fit the answers into the puzzle. When a number of students have completed the puzzle, ask one of them to put it on the chalkboard, then discuss each answer with the class. This type of puzzle can be used as a launching pad for class discussions and has the added virtue of giving the slower students a sense of accomplishment. The completed crossword puzzle also serves as a ready-made study guide for the student.

HEALTH CROSSWORD PUZZLE



WORD JUMBLE PUZZLE

- OBJECTIVE:** To provide practice in vocabulary building and spelling.
- MATERIALS:** A duplicated sheet with the word jumble for each student.
- DIRECTIONS:** Unscramble the letters and find the words having to do with nursing.

Unscramble these words:

1. M E T R M E T R H O E
T 2 3 4 5 6 7 8 9 10 11
2. A T C E T E H R
12 13 14 15 16 17 18 19
3. T O S H S P C E O T E
20 21 22 23 24 25 26 27 28 29 30
4. P U T R O I S Y O S P
31 32 33 34 35 36 37 38 39 40 41
5. O A S G T I R N S C A
42 43 44 45 46 47 48 49 50 51 52
6. U E B I U D C T S
53 54 55 56 57 58 59 60 61

Make two words by filling in the appropriate letter that corresponds to its number.

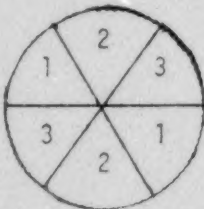
49 32 4 22 56 49 45 12 36 58 2

WORD PARCHEESI

OBJECTIVE: To provide practice in vocabulary building.

MATERIALS: Posterboard, chips

DIRECTIONS: Take a large piece of stiff rectangular paper and make a 2 inch margin around the edge. Divide that margin into spaces and in each space write a word, initial sound, or blend. Corner spaces can be used for penalties or rewards. Example: Move back 4 spaces; take another turn; etc.

S T A R T	ophthal- moscope	assessment	Go Back 2 Spaces	suppos- itory	sphygmom- anometer
auscultation	Make a disk with numbers and an arrow. The student spins the arrow and moves the number of spaces indicated. S/he must read each word or sound as s/he moves to each space. S/he must read and <u>define</u> all the words. If s/he cannot, s/he must go back to the previous move. The first student to go around the board wins. 				trendel- enburg
fowlers					nasogastric tube
Go Back 1 Space					Go Forward 5 Spaces
cannula					epidermis
percussion hammer					otoscope
virus					palpation
stethoscope	Go Forward 1 Space	autoclave	sputum	intravenous pole	Go Back To Start

REFERENCE: TECHNIQUES for Teachers of Adults. Vol. XV, No. 4,
January, 1975.

WORD SEARCH PUZZLE

OBJECTIVE: To provide practice in Word Recognition, Vocabulary, and Spelling Reinforcement.

MATERIALS: A duplicated sheet with the word search puzzle for each student.

DIRECTIONS: The following puzzle can be used in several ways to teach the above skills. The words can be given orally, one-by-one, training the student to visualize the word and find it. The definitions might be given either orally or in writing to review vocabulary and spelling of the hidden words. In individual situations where particular students have few, if any, reading skills, the list of words might be given to help these students in word recognition.

WORD SEARCH PUZZLE

Fill in the blanks and locate in the puzzle the following terms.

bladder urine IV output cc
catheter distention tube intake kidney

abbreviation for intravenous _____

reservoir for storage of urine _____

fluid taken into the body through eating and drinking _____

a round hollow piece of rubber, plastic, glass, metal, etc. _____

a tube having several openings at one end _____

organ which gets rid of waste material in urine formation _____

abbreviation for cubic centimeter _____

liquid waste discharged from body through urethra _____

fluid given out from the body _____

the state of being stretched out or inflated _____

```

C M U T C E R X I K Q P S A
D R U M A T A A O I S X O R
O B I C T D N Q U D V O G E
E L N E H U C D O N T S S D
B A Q A E C W Y N E S J A D
A F G H T S U X V Y V T T A
Z B U Z E N E Y Z U T O Z L
F F O E R I G N E C U K I B
P N O I T N E T S I D Y C P
Q N X G O Y E A E N U C D O
U I J C F A U O C E N I R U
O U T P U T B Z E K A T N I

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See Activity Key on Page SK-11

CONCENTRATION

OBJECTIVE: To provide practice in vocabulary building.

MATERIALS: Index cards

DIRECTIONS: Using index cards, make a set of 10 cards, a forfeit card, and a wild card. At the top of each card, print a word. Make a duplicate set for each word. Place the cards word down. Player one turns over two cards; if they match, s/he pronounces the word and receives 1 point. If they do not match, turn the cards back over. The next player has his/her turn. If a player matches the forfeit card, s/he takes a point from the opponent. Wild cards will match anything. Continue until all cards are turned over.

SAMPLE WORDS:	stethoscope	disinfectant	autoclave
	thermometer	catheter	needle
	oxygen	blood	crutches
	syringe	plasma	asepto
	stretcher	tongue depressor	walker
	ace bandage	wheelchair	IV pole

MATCH GAME I

- OBJECTIVE: To provide practice in learning the use of equipment.
- MATERIALS: A duplicated sheet for each student.
- DIRECTIONS: Statements 1 to 8 correspond to pieces of equipment which are pictured. Examine the statements and then select the proper piece of equipment to be used for the given function.

_____ 1. Vomiting

A.



_____ 2. Voiding by a male patient

B.



_____ 3. Defecating

C.



_____ 4. Giving a bath

D.



_____ 5. Taking a blood pressure

E.



_____ 6. Taking an apical pulse

F.



MATCH GAME I

_____ 7. Testing diabetic urine

G.



_____ 8. Giving an injection

H.



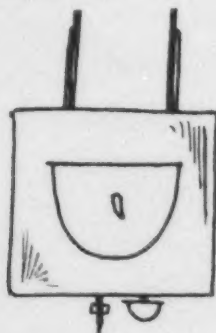
MATCH GAME II

OBJECTIVE: To provide practice in matching the function to the piece of equipment.

MATERIALS: A duplicated sheet for each student.

DIRECTIONS: Match the definition in the right column with the correct term in the left column by placing the correct letter on the blank in front of the term.

____ 1. autoclave



A. Measuring cup

____ 2. brachial pulse



B. Pulse taken by feeling the artery at the inner side of the arm above the elbow.

____ 3. graduate



C. Pulse taken by feeling the artery at the wrist.

____ 4. radial pulse



D. Used to sterilize by steam under pressure.

See Activity Key on page SK-11

MATCH GAME III

OBJECTIVE: To provide practice in matching health terms and definitions.

MATERIALS: A duplicated sheet for each student

DIRECTIONS: Match the term in column 1 with the definition in column 2.

- | | |
|----------------|---|
| 1. Anterior | A. Medical specialty of care of women during pregnancy and childbirth |
| 2. Posterior | B. Near the surface |
| 3. Superior | C. Treatment of diseases of the aged |
| 4. Inferior | D. Upper part |
| 5. Superficial | E. Medical specialty of care of children |
| 6. Deep | F. Lower part |
| 7. Geriatrics | G. Far from the surface |
| 8. Pediatrics | H. Toward the back side |
| 9. Obstetrics | I. Medical specialty of care of mental illness |
| 10. Psychiatry | J. Toward the front side |

VARIATIONS: Statement vs. picture
Term vs. picture
Picture vs. relating picture

MATCH THE DENTAL INSTRUMENTS

- OBJECTIVE: To become familiar with the dental instruments and their uses.
- MATERIALS: A duplicated sheet for each student.
- DIRECTIONS: Match the following hand instruments with their uses. (Place correct number next to corresponding letter).

- | | |
|-------------------------------|--|
| _____ A. Rubber Dam | 1. Used to smooth and polish metals, for amalgam work and finishing margins of gold restorations. |
| _____ B. Chisel | 2. Used to cut enamel |
| _____ C. Scaler | 3. Used to reproduct tooth anatomy in amalgam or wax |
| _____ D. Hoe | 4. Used for removing soft decay |
| _____ E. Mouth Mirror | 5. Used to remove hard surfaces and shape internal cavity walls |
| _____ F. Excavator | 6. Used for packing amalgam into cavity preparations |
| _____ G. Condensor or Plugger | 7. Used to remove stains and calculus deposits from teeth |
| _____ H. Explorer | 8. Used to obtain an indirect view of hard to see areas |
| _____ I. Burnisher | 9. Used to detect small cavities |
| _____ J. Amalgam Carrier | 10. Used to carry amalgam to the cavity |
| _____ K. Carver | 11. Used to isolate individual teeth in order to keep the field of operation free from saliva and moisture |

See Activity Key on page SK-12

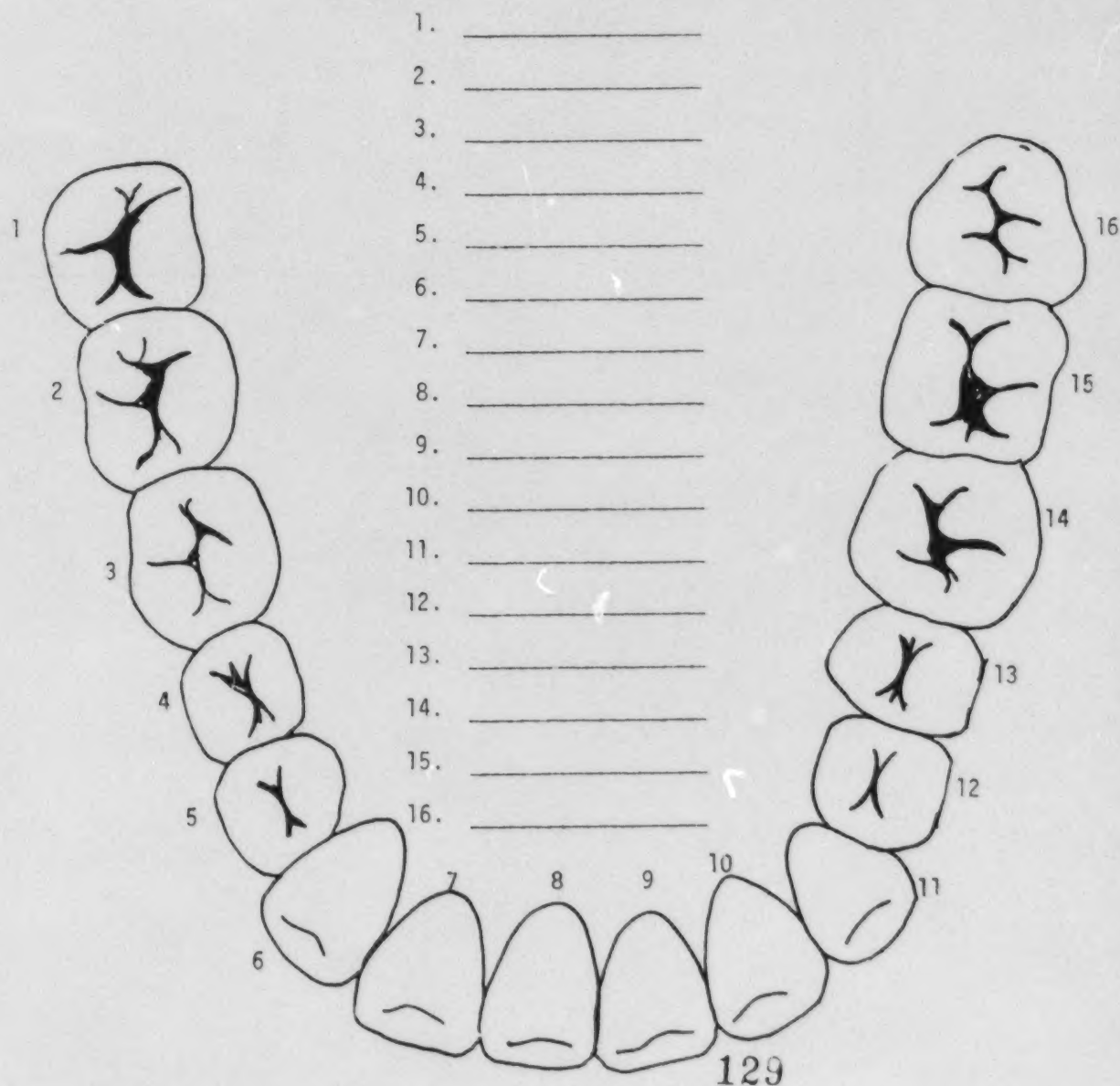
NAME THE TEETH

OBJECTIVE: To provide practice in naming the teeth.

MATERIALS: A duplicated sheet for each student.

DIRECTIONS: Write the name of each tooth by the corresponding number.

1st molar	central incisors	cuspid	2nd molar	bicuspid-1st
posterior	bicuspid-2nd	3rd molar	anterior	lateral incisors



See Activity Key on page SK-12

WHAT IS MISSING?

OBJECTIVE: To develop visual discrimination and memory.

MATERIALS: Several common objects for health occupations, such as:

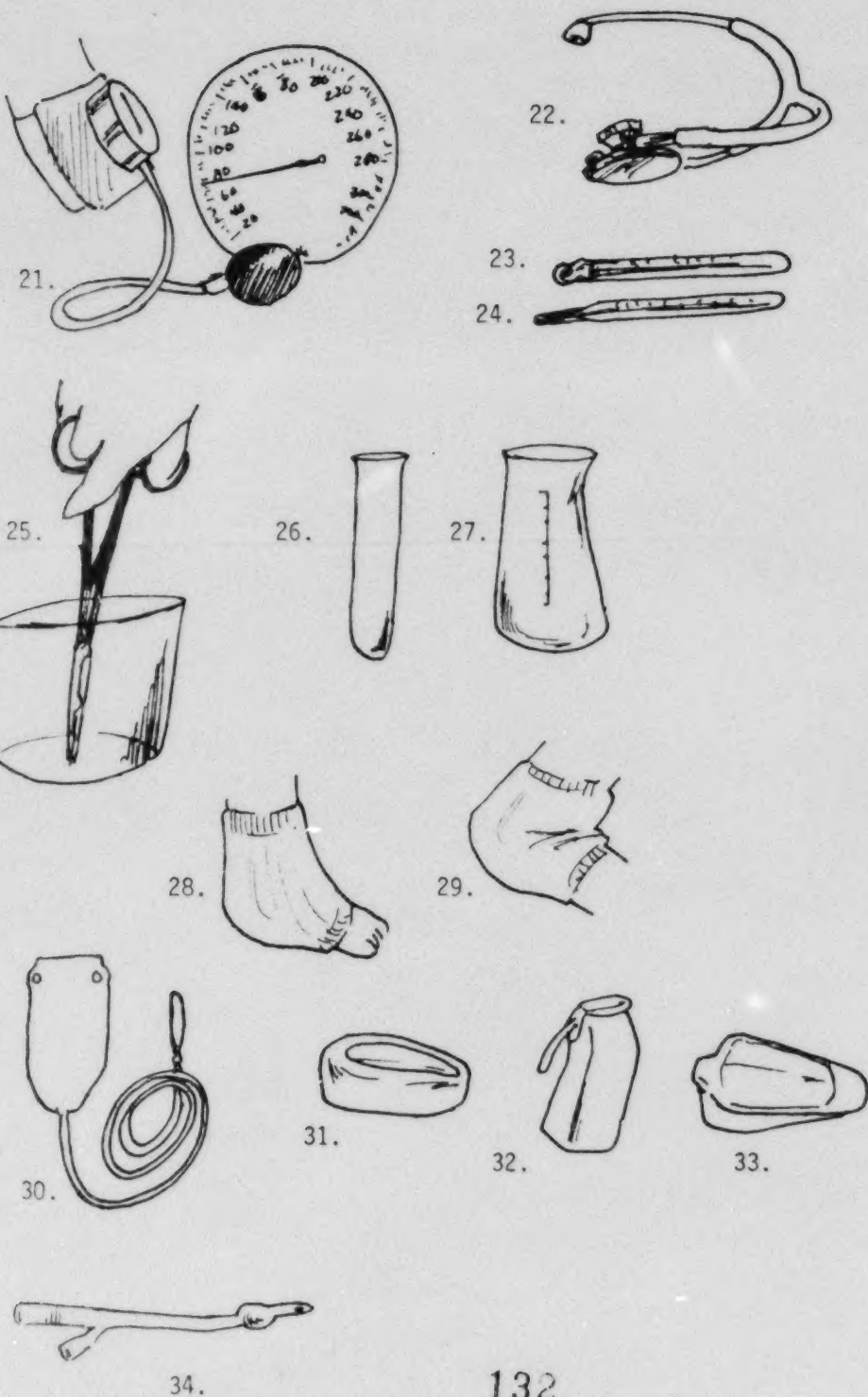
rectal tube	nasal oxygen catheter	hot water bottle
enema bag	nasal oxygen cannula	ice cap
douche bag	oxygen mask	ice collar
flatus bag	foley catheter	bath thermometer

DIRECTIONS: These objects are placed on a table. The students have an opportunity to see them. One student is designated to leave the room. One object is taken from the table. The student returns and determines which object is missing.

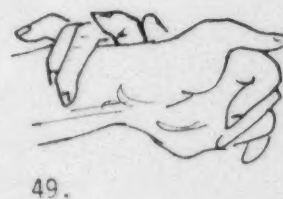
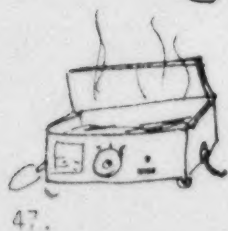
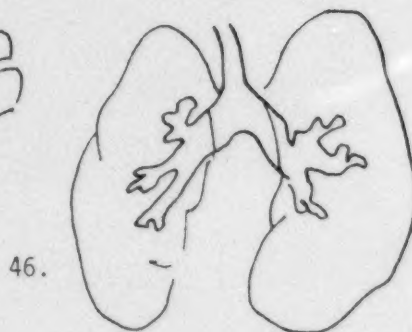
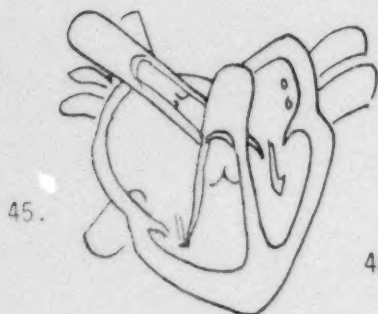
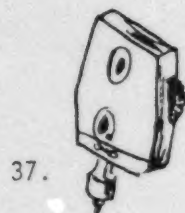
HEALTH - SAMPLE DRAWINGS



HEALTH - SAMPLE DRAWINGS

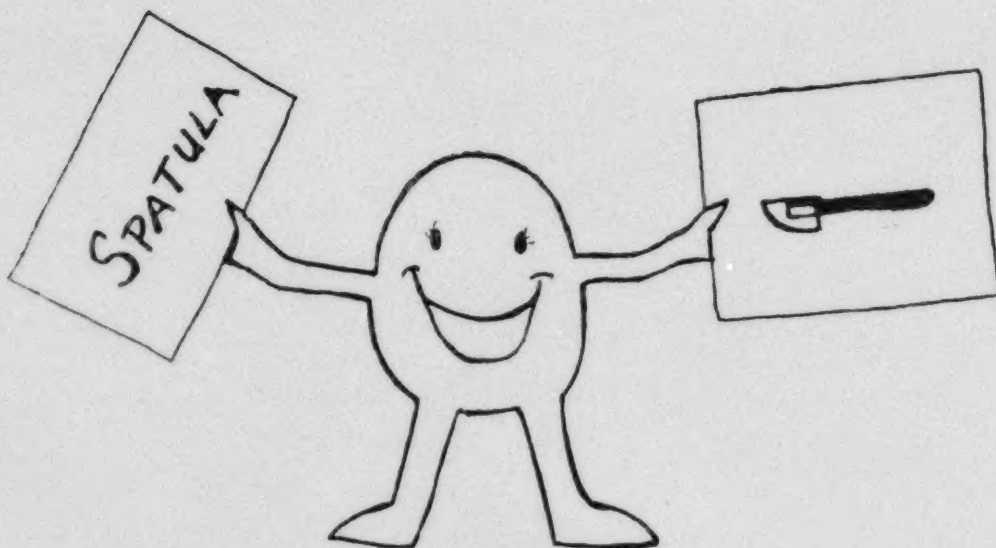


HEALTH - SAMPLE DRAWINGS



FOOD SERVICE TREASURE HUNT

- OBJECTIVE:** To provide practice in vocabulary building.
- MATERIALS:** Small objects, pictures, and index cards.
- DIRECTIONS:** Fill a box with small objects, equipment, tools, and/or pictures cut from newspapers and magazines. Prepare index cards with words corresponding to each object or picture. Each student draws an object or picture from the box, then looks for the corresponding word card. The winner is the student with the largest number of correct word cards.
- SAMPLE WORDS:**
- | | | |
|-----------|----------------|------------------|
| eggbeater | waste can | slotted spoon |
| whisk | baster | wooden spoon |
| shears | pastry blender | measuring spoons |
| canisters | spatula | measuring cups |



WORD RELAY

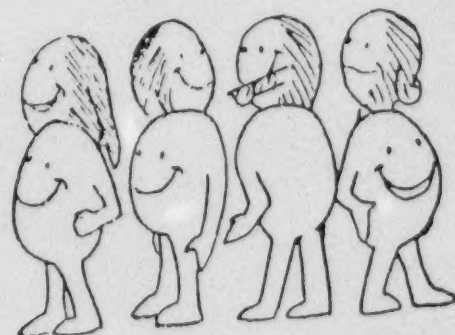
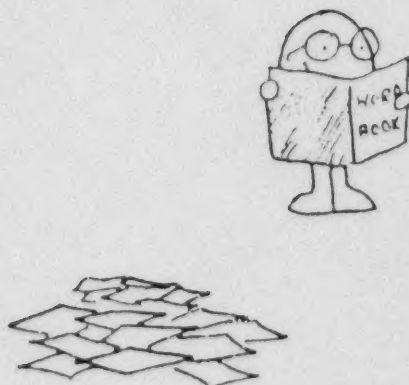
OBJECTIVE: To provide quick recognition of words (by sight and sound) that are necessary for the content material being taught.

MATERIALS: 25-30 word cards. Words may be printed on 3" tagboard. New word cards may be made to replace words to be learned for each game.

DIRECTIONS: Place cards on the floor or table. Stand students on the other side of the room in a line as shown in the diagram. The instructor calls out a word and the first player on each team runs to the cards trying to be the first to find it. When a player returns to his/her team, the instructor calls out another word, and the second player on each team runs to get the word card. The team with the most correct cards at the end of the game wins.

VARIATIONS: The instructor can indicate a word to find and at the signal, each player finds his/her word and runs back so the next player can run, as in a relay.

SAMPLE WORDS:	cup	dessert spoon	platter
	saucer	demitasse spoon	food cover
	plate	soup spoon	coffee pot
	knife	butter knife	creamers
	fork	steak knife	sugar bowl
	spoon	salad bowl	sugar spoon
	wine glass	salad plate	tea cup
	water glass	dessert plate	coffee cup
	iced tea glass	soup bowl	coffee mug
	oyster fork	soup cup	parfait glass
	salad fork	cereal bowl	napkin



WORD SEARCH PUZZLE

- OBJECTIVE:** To provide practice in word recognition, vocabulary, and spelling reinforcement.
- MATERIALS:** A duplicated sheet with the word search puzzle for each student.
- DIRECTIONS:** The following puzzle can be used in several ways to teach the above skills. The words can be given orally, one-by-one, training the student to visualize the word and find it. The definitions might be given either orally or in writing to review vocabulary and spelling of the hidden words. In individual situations where particular students have few, if any, reading skills, the list of words might be given to help these students in word recognition.

Locate in the puzzle
the following terms:

waiter
waitress
busboy
host
hostess
cook
plate
glass
cup
saucer
knife
fork
spoon
menu

E F P L A T E G Z K M Z J O L
S W D O B X B B K N I F E R O
P A A X A J M C B U S B O Y M
O I V I O H M P I Y A N C A B
O T W U T L O Q B B L G S Z Z
N R B J M E W S U S Z C A J K
M E M U O D R E S F S O S O O
S S R J C R H R K B H O T R K
P S V C P T L D E M S K L F L
T K D H J L K S M E N U C O M
H O S T E S S Z C X H K R R O
O T I O C T L M X C U P J K C
S A U C E R S A S K R M P D N
T R F T P Q R S F C K Z C O P
O O O X K W W L G L A S S M O

See Activity Key on page SK-13

CAREERS MATCH GAME

OBJECTIVE: To provide general career terms and students select the appropriate definitions.

MATERIALS: A duplicated sheet for each student.

DIRECTIONS: Place the letter of the job title in column 2 on the blank in front of the number in column 1.

- | | |
|---|-----------------------|
| _____ 1. Makes fancy desserts | A. Host |
| _____ 2. Keeps pots and pans clean | B. Hostess |
| _____ 3. Clears the table | C. Waiter or waitress |
| _____ 4. Takes your order | D. Cook |
| _____ 5. Seats you at a table or booth | E. Busboy |
| _____ 6. Carves the roast | F. Chef |
| _____ 7. Fixes fruits and greens with dressings | G. Salad Chef |
| _____ 8. Fixes short order items | H. Pastry Chef |
| | I. Dishwasher |

KITCHEN JOBS WORD PARCHEESI

OBJECTIVE: To provide practice in vocabulary building.

MATERIALS: Posterboard, chips

DIRECTIONS: Take a large piece of stiff rectangular paper and make a 2 inch margin around the edge. Divide that margin into spaces and in each space write a word, initial sound, or blend. Corner spaces can be used for penalties or rewards. Example: Move back 4 spaces; take another turn; etc.

Room Service Telephone	Busboy	Vegetable Chef	Meat Cook/Chef	Dishwasher
Food Service Manager	Make a disk with numbers and an arrow. The student spins the arrow and moves the number of spaces indicated. S/he must read each word or sound as s/he moves to each space. S/he must read and define all the words. If s/he cannot, s/he must go back to the previous move. The first student to go around the board wins the game.			Salad Chef
Head Chef				Broiler Chef
Oven Keeper				Pastry Chef
Meat Slicer	Store Keeper	Dishwasher	Pot Helper	Barware Dishwasher

REFERENCE: TECHNIQUES for Teachers of Adults. Vol. XV, No. 4, January, 1975.

WORD JUMBLE PUZZLE

- OBJECTIVE: To provide practice in vocabulary building and spelling.
- MATERIALS: A duplicated sheet with the word jumble for each student.
- DIRECTIONS: Unscramble the letters and find the words having to do with food service.

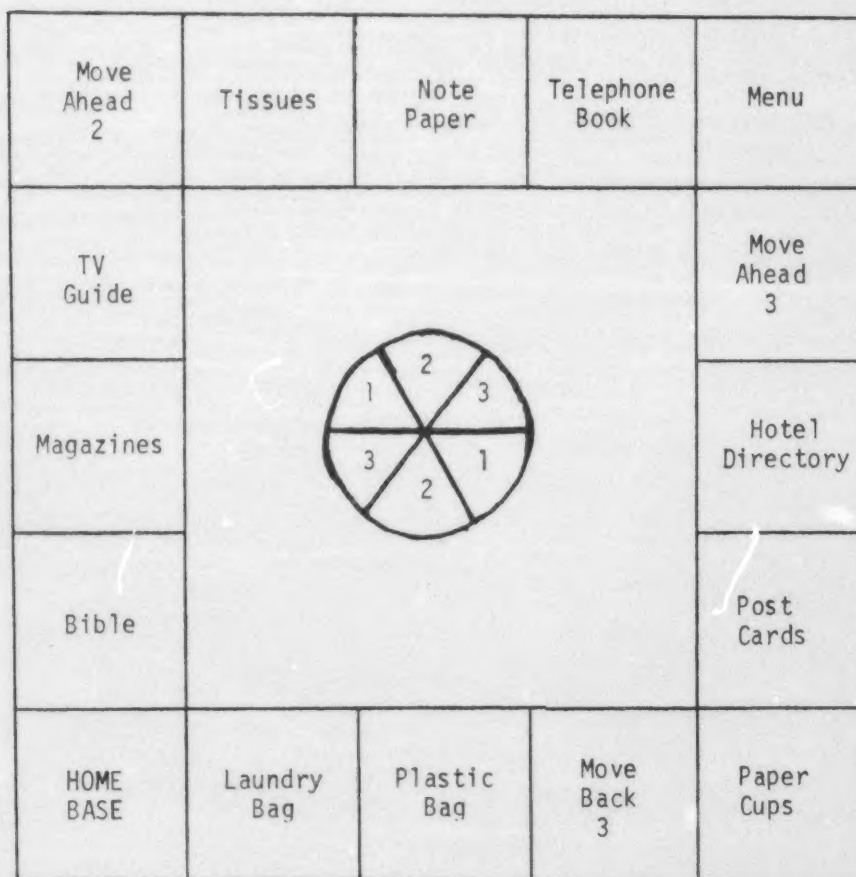
1. nume
2. yatr
3. knanip
4. tals
5. preppe
6. fienk
7. krof
8. snoop
9. taple
10. sagls

GO AROUND THE BOARD

OBJECTIVE: To provide practice with sight vocabulary and further develop word recognition skills.

MATERIALS: A rectangular piece of heavy paper, about one foot square, with a 2 inch margin. The margin is divided into spaces in which words for practice are written; some of the spaces may be used for penalties or rewards. A spinner for determining the number of spaces to be moved; a colored marker for each player.

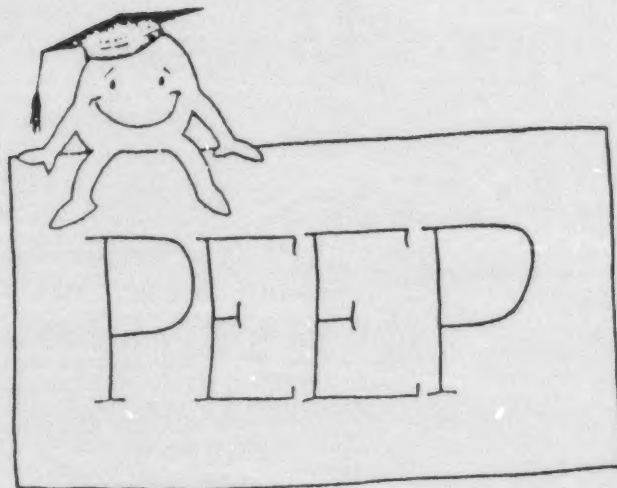
DIRECTIONS: Each player, in turn, spins the arrow and moves clockwise the number of spaces indicated, starting with "Home Base". S/he reads the word that s/he "lands on". If s/he doesn't know the word, s/he returns to the original space until his/her next turn. The pupil first going all the way around to "Home Base" wins. (Phrases or sentences may also be used.)



REFERENCE: Wagner, Guy and Max Hosier. Reading Games. New York. Macmillan Publishing Co., Inc., 1970.

I KNOW IT

- OBJECTIVE: To provide practice in vocabulary skills.
- MATERIALS: Index cards
- DIRECTIONS: Print words on a set of index cards. Place them in a pile, face down, before two students. As each student draws a card, s/he must read aloud the word printed on it. The person with the most cards wins. The meaning of the words can be part of the activity also.
- SAMPLE WORDS:
- | | | | |
|----------|-------------|----------|----------------|
| bed | coat hanger | lamp | draperies |
| chest | chair | rug | bedside table |
| TV set | desk | picture | wastebasket |
| armchair | telephone | note pad | telephone book |



REFERENCE: TECHNIQUES for Teachers of Adults. Vol. XV, No. 4,
January, 1975.

WORDO

OBJECTIVE: To provide practice in vocabulary skills.

MATERIALS: Squares of paper, cards.

DIRECTIONS: Take square pieces of paper and draw on them 25 blocks-- 5 across, 5 rows down. Print 25 vocabulary words at random in the 25 blocks (to save time, make a stencil of the divided paper and run off copies as you need them). Give each student a copy of the marked paper. Prepare a set of cards with the same words for the person who will call the game.

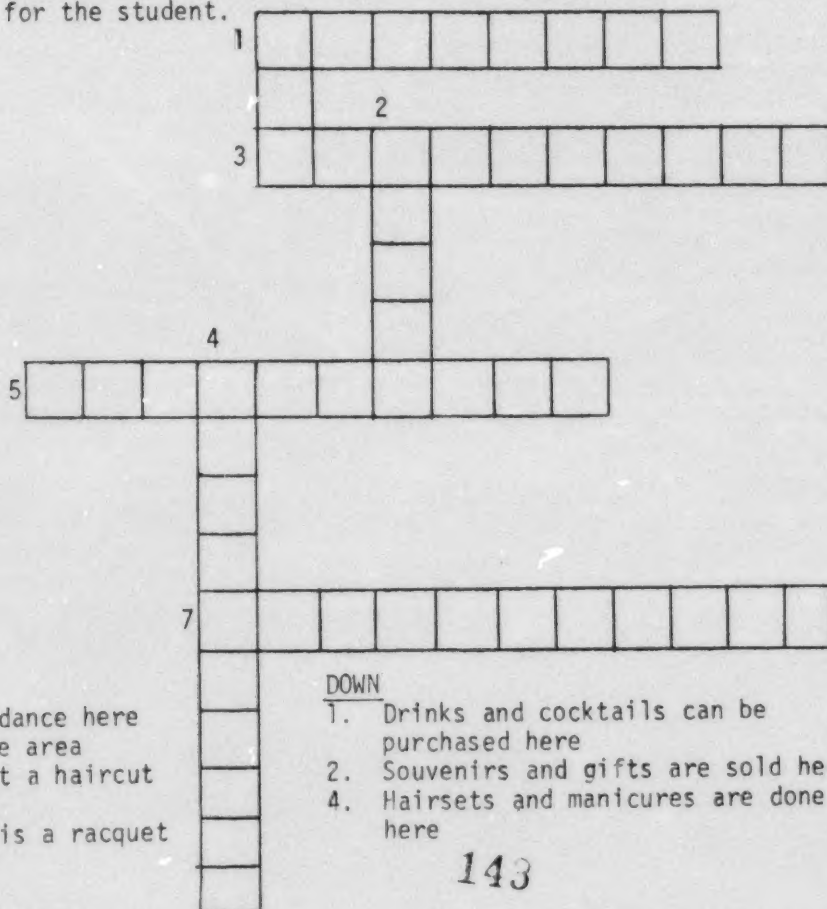
The caller reads each word aloud and spells it. The students cover each word with a small piece of cardboard as it is called. When a student has covered five words across, down, or diagonally, s/he wins, and cries "Wordo!" The winner can then be the caller for the next game (if s/he reads well enough).

W	O	R	D	O
Lamp	Bed	Blinds	Chair	Glasses
Chair	Bed Lamp	Carpet	Stool	Ice Bucket
Luggage Rack	Table	Waste Basket	Mirror	Pen
Desk	Telephone	Note Pad	Picture	Air Conditioner
Television Set	Draperies	Telephone Directory	Pitcher	Coat Hangers

REFERENCE: TECHNIQUES for Teachers of Adults. Vol. VX, No. 4, January, 1975.

HOTEL/MOTEL CROSSWORD PUZZLE

- OBJECTIVE:** To answer definitions or incomplete sentences and to fit these answers into a crossword puzzle.
- MATERIALS:** A duplicated sheet with the crossword diagram for each student.
- DIRECTIONS:** Give each student a dittoed sheet of paper with a crossword diagram and a list of questions. The bottom portion of this puzzle lists the descriptive clues. Students find the answers through individual research, then fit the answers into the puzzle. When a number of students have completed the puzzle, ask one of them to put it on the chalkboard, then discuss each answer with the class. This type of puzzle can be used as a launching pad for class discussions and has the added virtue of giving the slower students a sense of accomplishment. The completed crossword puzzle also serves as a ready-made study guide for the student.



ACROSS

1. Guests can dance here
3. Food service area
5. Place to get a haircut and shave
7. This place is a racquet

DOWN

1. Drinks and cocktails can be purchased here
2. Souvenirs and gifts are sold here
4. Hairsets and manicures are done here

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HOTEL/MOTEL OCCUPATIONS BASEBALL

- OBJECTIVE:** To review subject matter already taught in class.
- MATERIALS:** List of questions to be asked of players.
- DIRECTIONS:** Divide the class into two teams. Place chairs in baseball diamond shape. First player from Team 1 starts at home plate (chair) and answers the question asked by the instructor. S/he then moves to first base (chair) if s/he answers correctly. The second player comes to bat at home plate. If s/he answers correctly, then s/he moves to first base and the first player moves to second. The third player comes to bat and gets the next question (ball). If s/he answers correctly, all players move on to the next base. When the first player gets home, s/he has scored a point for Team 1. When the second player gets home, s/he has scored another point. If a player misses a question, it's called an "out" and no one moves ahead. When three "outs" are made, the top of the first inning is over and Team 2 comes to bat. At the end of the playing time, the scores are counted to determine the winning team.

**SAMPLE
QUESTIONS:**

1. Name the occupation which is responsible for keeping each hotel/motel room clean.
2. Name the occupation that answers the incoming telephone calls.
3. Name the occupation that keeps all the equipment operating.
4. Name the occupation that is in charge of all the cleaning.
5. Name the occupation that deals with the guests' safety.
6. Name the occupation that delivers food to the rooms.
7. Name the occupation that is concerned with swimming pool safety.
8. Name the occupation that is in charge of banquets and special dining events.

See Activity Key on page SK-15

MOTEL UNIT TREASURE HUNT

- OBJECTIVE:** To provide practice in vocabulary building.
- MATERIALS:** Small objects, pictures, and index cards.
- DIRECTIONS:** Fill a box with small objects, equipment, tools, and/or pictures cut from newspapers and magazines. Prepare index cards with words corresponding to each object or picture. Each student draws an object or picture from the box, then looks for the corresponding word card. The winner is the student with the largest number of correct word cards.

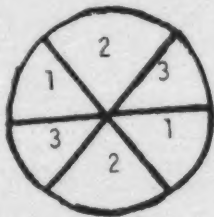
SAMPLE WORDS:	table	bed	blinds
	chair	television set	curtains
	desk	telephone	door
	lamp	wash basin	commode
	bathtub/shower	glasses	tissues
	soap	chest	luggage rack
	trash basket	towels	toilet paper
	clothes hangers	carpet	

WORD PARCHEESI

OBJECTIVE: To provide practice in vocabulary building.

MATERIALS: Posterboard, chips.

DIRECTIONS: Take a large piece of stiff rectangular paper and make a 2 inch margin around the edge. Divide that margin into spaces and in each space write a word, initial sound, or blend. Corner spaces can be used for penalties or rewards. Example: Move back 4 spaces; take another turn; etc.

S T A R T	Desk Clerk	Room Service	Maid	Bellhop	Go Back 2 Spaces
Garage Attendant	Make a disk with numbers and an arrow. The student spins the arrow and moves the number of spaces indicated. S/he must read each word or sound as s/he moves to each space. S/he must read and define all the words. If s/he cannot, s/he must go back to the previous move. The first student to go around the board wins. 				Bell Captain
Doorman					Room Service Aide
Go Back 1 Space					Go Forward 3 Spaces
Elevator Operator					Manager
Housekeeper					Assistant Manager
Barman/Barmaid					Caterer
Go Forward 1 Space	Busboy	Maitre d'	Waitress	Waiter	Go Back To Start

REFERENCE: TECHNIQUES for Teachers of Adults. Vol. XV, No. 4, January, 1975.

WHAT IS MISSING?

OBJECTIVE: To develop visual discrimination and memory.

MATERIALS: Several common objects for hotel occupations, such as:

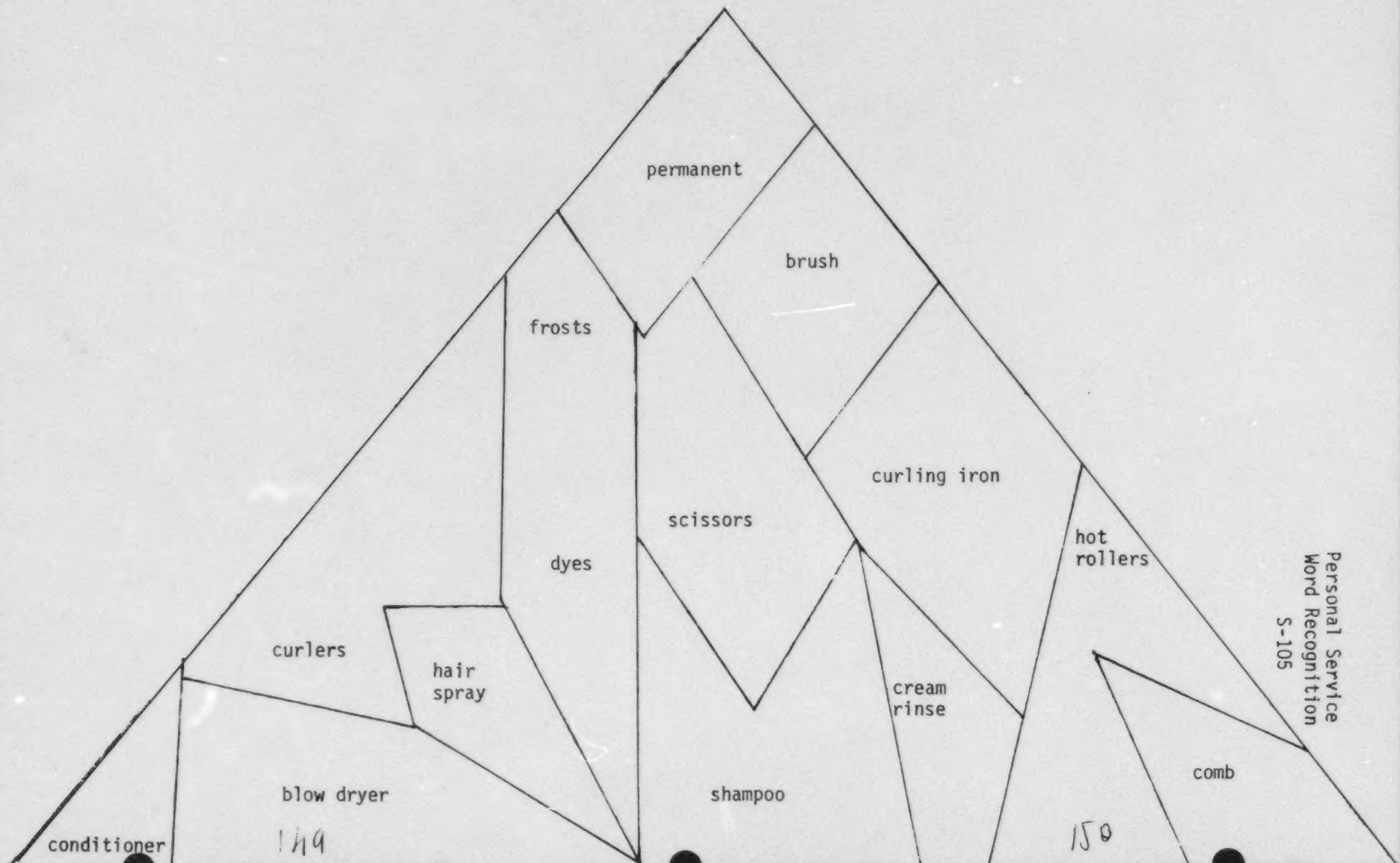
room key	hotel matches
hotel size soap	sample room service menu
plastic glasses	hotel directory
tissues	Bible
Do Not Disturb sign	mending kit
laundry bag	postcards
telephone book	note paper
note pad	pen

DIRECTIONS: These objects are placed on a table. The students have an opportunity to see them. One student is designated to leave the room. One object is taken from the table. The student returns and determines which object is missing.

BEAUTY AIDE JIGSAW

- OBJECTIVE: To aid in the recognition of terms and to combine the individual pieces into a complete unit.
- MATERIALS: Puzzle parts should be drawn on heavy paper and cut apart.
- DIRECTIONS: Arrange the individual pieces to form one large triangle.

BEAUTY AIDE JIGSAW



Personal Service
Word Recognition
S-105

SERVICE OCCUPATIONS WORD SEARCH PUZZLE

- OBJECTIVE: To provide practice in word recognition, vocabulary, and spelling reinforcement.
- MATERIALS: A duplicated sheet with the word search puzzle for each student.
- DIRECTIONS: The following puzzle can be used in several ways to teach the above skills. The words can be given orally, one-by-one, training the student to visualize the word and find it. The definitions might be given either orally or in writing to review vocabulary and spelling of the hidden words. In individual situations where particular students have few, if any, reading skills, the list of words might be given to help these students in word recognition.

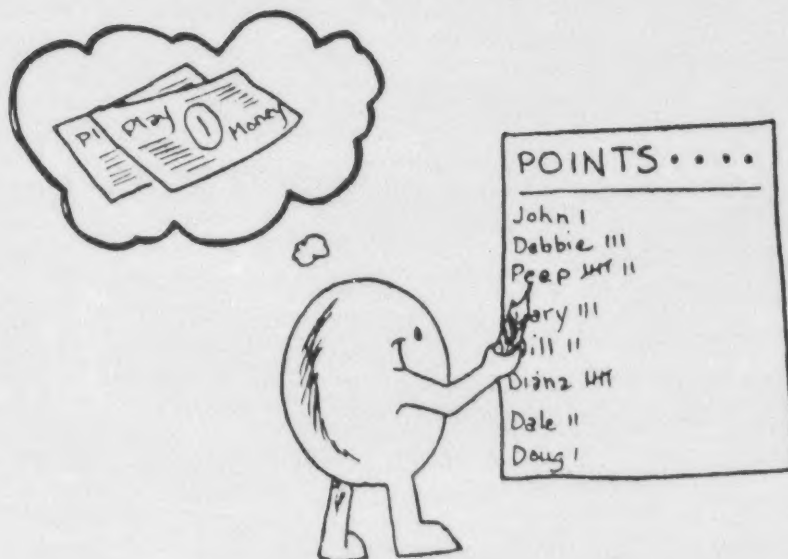
Find and circle the following words in the puzzle below.

dentist	pharmacist	veterinarian	ambulance driver
orderly	dietician	social worker	medical illustrator
janitor	garbageman	medical secretary	practical nurse
radiologist	nursing aide	personnel worker	nursing administrator
surgeon	dental assistant	sanitary engineer	

DIETICIANLOPSSQPALQMMDXOVST
EZNAYTFMLQOEMROTHRNCEBEHFJKG
NKYWOQZBFSTRPTQKCLABEJHKRISI
TAZVJDXUGHOCKVJGIAROVJRS DTR
AODNXQPLMDNOPSTRPAOMNLIHDGO
LOHARDOAPCHERYADBCLEAFGIHJT
ARPMERKNLJFLMNQRTWDWACKMFEA
SSEEZPFCDZNHICEWXBGDOIIMLER
SURGEONEUMRRSKYPHYNKORUSEST
IOSAKXRDELEJJMTALYPVRWKOTRS
SPOBNWJROTINAJFROCZTREBEYUU
TANRBLMIERALHDEROISCKVJXRNL
ADNANDXVWZKCADKMSVQZJPLSHLL
NSEGJOHETJPSRYADMAWHPSMQDAI
TPLDQWFRADIOLOGISTPENDLERCL
ARWSXFGWBEPAVTOIESHATAMMPIA
GQOPMHGCBNURSINGAIDEAOLPPTC
KGRJEORSPTDQLMSOTCDJKPSRMC I
FTKXTORDZIVJTLMSRNECLOPCSAD
CBETOPLXHSANITARYENGINEERRE
SARZRIYRATERCESLACIDEMOANPM
NURSINGADMINISTRATORLPFORHS

PUBLIC SERVICE WORD BANK

- OBJECTIVE: To develop the student's vocabulary.
- MATERIALS: Poster, play money, prizes.
- DIRECTIONS: This game--which builds vocabulary--involves poster, play money, and prizes. Students learn words from vocabulary lessons, with ten points given for every ten words learned. Play money is given for each one hundred words learned. Every four or six weeks, an auction is held, during which students use their play money to bid for real prizes. (In one small town, local merchants donated prizes).



REFERENCE: TECHNIQUES for Teachers of Adults. Vol. XV, No. 4, January, 1975.

TEACHING GO AROUND THE BOARD

OBJECTIVE: To provide practice with sight vocabulary and further develop word recognition skills.

MATERIALS: A rectangular piece of heavy paper, about one-foot square, with a 2-inch margin. The margin is divided into spaces in which words for practice are written; some of the spaces may be used for penalties or rewards. A spinner for determining the number of spaces to be moved; a colored marker for each player.

DIRECTIONS: Each player, in turn, spins the arrow and moves clockwise the number of spaces indicated, starting with "Home Base". S/he reads the word that s/he "lands on". If s/he doesn't know the word, s/he returns to the original space until his/her next turn. The pupil first going all the way around to "Home Base" wins. (Phrases or sentences may also be used).

MOVE AHEAD 3	certificate	MOVE BACK 3	license	principal
professional				specialize
supervision				MOVE AHEAD 3
routine				librarian
HOME BASE	discipline	probation	MOVE BACK 2	contract
				skill

TEACHING WORDO

OBJECTIVE: To provide practice in vocabulary skills.

MATERIALS: Squares of paper, cards

DIRECTIONS: Take square pieces of paper and draw on them 25 blocks-- 5 across, 5 rows down. Print 25 vocabulary words at random in the 25 blocks (to save time, make a stencil of the divided paper and run off copies as you need them). Give each student a copy of the marked paper. Prepare a set of cards with the same words for the person who will call the game.

The caller reads each word aloud and spells it. Students then cover each word with a small piece of cardboard as it is called. When a student has covered five words across, down, or diagonally, s/he wins, and cries "Wordo!" The winner can then be the caller for the next game (if s/he reads well enough).

W	O	R	D	O
professional	university	organize	discipline	homework
elementary	specialize	principal	librarian	communicate
secondary	subject	FREE	doctorate	skill
teacher aide	kindergarten	teacher	license	objective
college	routine	supervise	certificate	references

VARIATIONS: word - picture
word - definitions
word - word

TEACHING WORD SEARCH PUZZLE

- OBJECTIVE:** To provide practice in word recognition, vocabulary, and spelling reinforcement.
- MATERIALS:** A duplicated sheet of the word search puzzle for each student.
- DIRECTIONS:** The following puzzle can be used in several ways to teach the above skills. The words can be given orally, one-by-one, training the student to visualize the word and find it. The definitions might be given either orally or in writing to review vocabulary and spelling of the hidden words. In individual situations where particular students have few, if any reading skills, the list of words might be given to help these students in word recognition.

Locate in the puzzle the following teaching terms:

teacher
routine
masters
science
English

math
social studies
communicate
subject
principal

university
degree
textbook
specialize
professional

skill
art
shop
home economics
health

T E A C H E R O U I E F B A P L T U S T
P N B R K G O T O C E A R O K A L Y B C
R G D A E P U Q N O R T H S C K B T T B
O L H I T O T E S M G S R O G L W I B C
F I T A P C I L A M E B N S W R E S K L
E S A B C C N D E U D F G H I J K R L M
S H M A S T E R S N N O P O R S T E U V
S X W O Z L A B C I L D E F G H I V J K
I L M N O L P S O C I A L S T U D I E S
O Q R S T I U S V A W X P Y Z A B N C C
N D E F G K H I P T T J K I L M N U O P
A Q R S T S U B J E C T U V C W X Y Z A
L B C D E F G H X I C J L L M N N O P Q
R S T U V W X T Y Z A I B C K E I F G H
I J K L M N B O P Q R S A B C D E R F G
O H J K L O M N O P Q R S L T U V W P X
A B C D O H E A L T H E F G I A I J K L
O P R K S T U V A B C D E F G Z I A B C
H O M E E C O N O M I C S O C E E M O H

See Activity Key on Page SK-16

TEACHING WORD JUMBLE PUZZLE

- OBJECTIVE: To provide practice in vocabulary building and spelling.
- MATERIALS: A duplicated sheet with the word jumble for each student.
- DIPECTIONS: Unscramble the letters and find the words having to do with teaching.

Unscramble these words:

1. f p e r o s i s n o l a
1 2 3 4 5 6 7 8 9 10 11 12
2. i e s c e n l
13 14 15 16 17 18 19
3. t i a t e e f r i c c
20 21 22 23 24 25 26 27 28 29 30
4. o w h e r m o k
31 32 33 34 35 36 37 38

Make a word by filling in the appropriate letter that corresponds to its number.

23 3 12 16 33 17 4

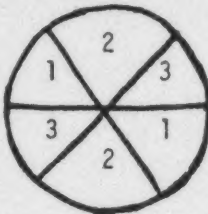
See Activity Key on Page SK-16

GOVERNMENT SERVICES WORD PARCHEESI

OBJECTIVE: To provide practice in vocabulary building.

MATERIALS: Posterboard, chips

DIRECTIONS: Take a large piece of stiff rectangular paper and make a two-inch margin around the edge. Divide that margin into spaces and in each space write a word, initial sound, or blend. Corner spaces can be used for penalties or rewards. Example: Move back four spaces, take another turn, etc.

Go Forward 2 Spaces	specialist	police officer	Army	Navy	Go Back 2 Spaces
stenographer	Make a disk with numbers and an arrow. The student spins the arrow and moves the number of spaces indicated. S/he must read each word or sound as s/he moves to each space. S/he must read and define all the words. If s/he cannot, s/he must go back to the previous move. The first student to go around the board wins. 				Marines
bookkeeper					Air Force
accountant					Coast Guard
secretary					postman
firefighter					civilian
Go Forward 2 Spaces	lawyer	lieutenant	judge	volunteer	S T A R T

POLICE WORK BASEBALL

OBJECTIVE: To review subject matter already taught in class. This may be used as a screening device to determine pupils who may need remedial help in retention skills.

MATERIALS: List of questions to be asked of players.

DIRECTIONS: Divide the class into two teams. Place chairs in baseball diamond shape. First player from team 1 starts at home plate (chair) and answers the question asked by the instructor. S/he then moves to first base (chair) if s/he answers correctly. The second player comes to bat at home plate. If s/he answers correctly then s/he moves to first base and the first player moves to second. The third player comes to bat and gets the next question (ball). If s/he answers correctly all players move on to the next base. When the first player gets home, s/he has scored a point for team 1. When the second player gets home s/he has scored another point. If a player misses a question, it's called an "out" and no one moves ahead. When three "outs" are made, the top of the first inning is over and team 2 comes to bat. At the end of the playing time the scores are counted to determine the winning team.

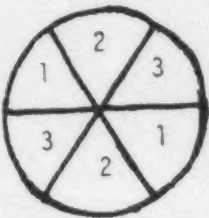
- SAMPLE QUESTIONS:**
1. Where was the 1st police force in the U.S. founded?
 2. How many officers are there on local forces in the U.S. today?
 3. Name 4 kinds of duty in which a police officer might specialize?
 4. In the vocabulary of police work, what is a beat?
 5. In what sort of community would you find mounted police?
 6. Name 2 constitutional rights of someone who is arrested?
 7. Name 2 qualities that a police officer must possess?
 8. What are some advantages of being a police officer in a small town?

SOCIAL WORK GO AROUND THE BOARD

OBJECTIVE: To provide practice with sight vocabulary and further develop word recognition skills.

MATERIALS: A rectangular piece of heavy paper, about one-foot square, with a 2-inch margin. The margin is divided into spaces in which words for practice are written; some of the spaces may be used for penalties or rewards. A spinner for determining the number of spaces to be moved; a colored marker for each player.

DIRECTIONS: Each player, in turn, spins the arrow and moves clockwise the number of spaces indicated, starting with "Home Base". S/he reads the word that s/he "lands on". If s/he doesn't know the word, s/he returns to the original space until his/her next turn. The pupil first going all the way around to "Home Base" wins. (Phrases or sentences may also be used).

MOVE AHEAD 3	community	MOVE BACK 3	probation officer	salary
agency				knowledge
facilities				MOVE AHEAD 2
casework				communicate
HOME BASE	researchers	consultants	MOVE BACK 2	knowledge influence

SOCIAL WORK WORD SEARCH PUZZLE

- OBJECTIVE:** To provide practice in word recognition, vocabulary, and spelling reinforcement.
- MATERIALS:** A duplicated sheet of the word search puzzle for each student.
- DIRECTIONS:** The following puzzle can be used in several ways to teach the above skills. The words can be given orally, one-by-one, training the student to visualize the word and find it. The definitions might be given either orally or in writing to review vocabulary and spelling of the hidden words. In individual situations where particular students have few, if any, reading skills, the list of words might be given to help these students in word recognition.

Locate in the puzzle the following terms:

resourcefulness
National Association of
Social Workers
administrator
agency
casework

volunteers
parole officer
probation officer
researcher
salary
specialize

B R E S O U R C E F U L N E S S
C A S D F G H J K L Q W A E R P
T Y U I O P Z X C V B N T M A E
S D F Y G H J K L Q W E I R T C
Y U I C O P Z X C V B N O M A I
S D F N G H J K L A C D N E F A
G H I E J R K R O W E S A C K L
A S D G F G B C D O P R L R T I
R O T A R T S I N I M D A B C Z
E A B N O R C D A S D F S S O E
C N O P O R S T U V W X S R A B
I C D E S A L A R Y F G O E H R
F I J K R L M N O P O R C E S E
F T U V E W X Y Z A B C I T D H
O E F G K H I J K L M N A N O C
E P Q R R S T U V W X Y T U Z R
L A B C O D E F G H I J I L K A
O L M N W O P Q R S T U O O V E
R W X Y L A I C O S F O N V Z S
A A B C D E F G H I J K L M N E
P R O B A T I O N O F F I C E R

See Activity Key on Page SK-17

SOCIAL WORK WORD JUMBLE PUZZLE

- OBJECTIVE: To provide practice in vocabulary building and spelling.
- MATERIALS: A duplicated sheet with the word jumble for each student.
- DIRECTIONS: Unscramble the letters and find the words having to do with social work.

Unscramble these words:

1. $\begin{matrix} q & a & e & c & n & y \\ \overline{1} & \overline{2} & \overline{3} & \overline{4} & \overline{5} & \overline{6} \end{matrix}$
2. $\begin{matrix} a & p & r & r & a & o & m \\ \overline{7} & \overline{8} & \overline{9} & \overline{10} & \overline{11} & \overline{12} & \overline{13} \end{matrix}$
3. $\begin{matrix} s & r & w & c & o & k & a & e \\ \overline{14} & \overline{15} & \overline{16} & \overline{17} & \overline{18} & \overline{19} & \overline{20} & \overline{21} \end{matrix}$
4. $\begin{matrix} a & a & l & r & s & y \\ \overline{22} & \overline{23} & \overline{24} & \overline{25} & \overline{26} & \overline{27} \end{matrix}$
5. $\begin{matrix} s & r & a & a & t & d & t & i & o & m & s & r & n & i \\ \overline{28} & \overline{29} & \overline{30} & \overline{31} & \overline{32} & \overline{33} & \overline{34} & \overline{35} & \overline{36} & \overline{37} & \overline{38} & \overline{39} & \overline{40} & \overline{41} \end{matrix}$

Make a phrase by filling in the appropriate letter that corresponds to its number.

$\overline{14} \overline{12} \overline{17} \overline{41} \overline{2} \overline{24} \quad \overline{16} \overline{12} \overline{15} \overline{19} \overline{3} \overline{9} \overline{14}$

See Activity Key on Page SK-17

SENTENCE OR PHRASE BUILDING FOR MEANING

- OBJECTIVE:** To provide practice in vocabulary building and sentence structure.
- MATERIALS:** Envelopes with word cards for each sentence.
- DIRECTIONS:** The students competing in this game are given envelopes containing from four to ten word cards each. These cards make a sentence that defines or explains a single terms or word. The word is written on the outside of the envelope. A word on one of the cards in the envelope is capitalized and is used to begin the sentence. Also, one card has an ending punctuation mark, such as a period.

The object of the game is to rearrange the word cards in such a way that the word on the outside of each envelope is defined. Words from each envelope are kept together, and a good way of keeping them this way is to print them on cards that are a color different from the color of cards on which the other words are printed. In other words, each envelope contains words that are the same color but different from the color of the cards in other envelopes. In this way, when a student spreads the cards from his/her four or five envelopes on the desk, they can be easily kept together.

A time limit is specified in advance for the completion of the sentences. When this time is up, the student having the most correctly finished sentences is the winner. An example follows which is a definition for social work.

This involves helping needy individuals to lead more
satisfactory lives .

This activity can be used to teach new words that might appear in an upcoming unit of study and/or to teach a large set of vocabulary words dealing with a specific category, procedures, condition of words, etc.

- VARIATIONS:** This activity can easily be modified to allow a student to compete against him/herself. The teacher merely asks a student to record the time it takes to complete the sentences the first time s/he tries. This time is compared to other attempts.

CAREERS TERMS

abilities
application
career
caterer
chef
cooperate
dietition
economist
experience
interest
interview
nutrition
occupation
opportunities
personal
references
resumé
skill
vocation

CHILD CARE TERMS

ability	embryo	mobile
anxiety	fetal	molars
attitude	finance	motor skills
babysitter	formula	mumps
bassinet	fulfill	myopia
bathinette	gestation	negative
behavior	goals	nursery
bottle	guidance	nursing
car seat	handicap	occupation
chicken pox	high chair	ophthalmologist
child abuse	immunization	ovary
comfort	independence	pacifier
conception	infant	parallel play
considerate	infant nutrition	patience
cooperative play	influenza	pediatrician
coordination	internal medicine	people
cope	jealousy	pink eye
crawl	kindergarten	poison control center
crib	knowledge	positive
cry	Lamaze	pregnancy
cut	layette	pregnant
day care center	leukemia	prenatal
delivery	management	pre-schooler
development	maternal	prescribe
diagnosis	maternity	program
diaper	measles	puberty
Dr. Spock	midwife	pulse

puncture wound
rash
rattle
rehabilitating
roseola
rubella
rubeola
safety
school board
school personnel
scrape
scratch
secure
sibling
social rules
staff
State Teacher Certification Board
stroller
swing
teacher aid
teething
toddler
toothache
toxic
toys
treatment
vaccination

CLOTHING TERMS

acetate
appearance
appliqué
bargello
bias
bobbin
construction
crewel
crochet
embroidery
fabric
feed dog
fiber
gauge
jacquard
knit
machine
macramé
material
pattern
placket
seam
textile
texture
thread
throat plate
weave
zipper

COOKING TERMS

au gratin	dot	poach
bake	dredge	preheat
barbecue	dust	purée
baste	flake	recipe
beat	flour	roast
blanche	flute	roux
blend	fold	sauté
boil	fricassee	scald
braise	fry	scallop
bread	garnish	score
broil	glaze	sear
brown	gourmet	season
brush	grate	shred
calorie	grease	sift
caramelize	grind	simmer
chill	julienne	skewer
chop	knead	slit
coat	marinate	soak
coddle	melt	steam
combine	mince	steep
cool	mix	sterilize
cream	mold	stew
crisp	pan broil	stir
cube	parbroil	stuff
cut in	pare	toast
deep fry	peel	toss
dice	pit	truss
		whip

FOODS TERMS

additive	cookie sheet	hollandaise	nutrient
à la carte	croutons	homogenized milk	nutritionist
à la king	culture (bacteria)	hors d'oeuvres	obese
à la mode	cutlery	hunger	oils
appetite	deep fat fryer	iron	oven
apron	demitasse	kettle	pasteurize
aspic	diet	kitchen	pastry blender
banquet	dinner	kitchen shears	petits fours
basic	disease	ladle	pie pans
baster	double boiler	lard	pie server
blender	dutch oven	leavening	pilaf
breakfast	egg beater	loaf pan	poultry
cake pan	enriched	lunch	preparation
canapé	entrée	malnutrition	procedure
canister	fats	margarine	protein
carbohydrate	fillet	measure	range
casserole	flatware	measuring cups	raw milk
cellulose	food processor	measuring spoons	riboflavin
cholesterol	fondue	meat	rolling pin
cobbler	fortified	meat fork	roughage
colander	garnish	meringue	saucepan
compote	grater	mineral	saucepot
condensed milk	gravy	mixer	shortening
condiment	griddle	muffin pan	skillet
consommé	grill	mutton	slotted spoon
cook	herbs	niacin	smorgasbord

soufflé

spatula

spices

steam table

stock

suet

sugars - granulated
confectioners
brown

table d'hôte

thiamine

timer

tongs

vegetable

vegetable peeler

vitamin

whisk

white sauce

HOUSING TERMS

bedroom articles

bedspread

blanket

cabinet

chair

chaise

chest

cupboard

desk

divan

draperies

drawer

dresser

hide-a-bed

lamp

mattress

Murphy bed

pillow

quilt

shelf

sofa

springs

wardrobe

HEALTH TERMS

ace bandage	chart	epidermis
ambulatory	Cheyne-Stokes	excretion
aneroid	clavicle	expectorate
anterior	clear liquid	external
antidote	colostomy	Fahrenheit
anus	congenital	feces
apical pulse	contract	femur
apnea	crutches	flab
asepsis	cyanosis	flatus
asepto	daily	flatus bag
assessment	decubitus	foley catheter
auscultation	deep	forceps
autoclave	defecate	fowlers
axillary	diabetic	gauze
bandage	diastolic	gavage
bath thermometer	dilate	genital
bedpan	disinfectant	geriatrics
bladder	distention	health
bland	dosage	heart
blood	douche	hospital ID bracelet
blood pressure	douche bag	hot water bottle
brachial artery	draping	humerus
calorie	emaciation	hypertension
cannula	emesis	hypotension
catheter	emesis basin	ice cap
cc	enema	ice collar
centigrade	enema bag	incontinence

inferior	oral	saliva
intake	otoscope	scapula
intravenous pole	oxygen	scissors
IV	oxygen mask	senile
kidney	output	sitz bath
KY Jelly	palpation	specimen
lavage	patella	sphygmomanometer
low calorie	pediatrics	sputum
low fat	percussion	sterile
low sodium	percussion hammer	sterilization
lungs	perineum	sternum
mask	phalanges	stethoscope
mercury	pick-up forceps	stool
metacarpals	plasma	stretcher
metatarsals	poison	suction
micturate	posterior	superficial
mitered corner	prescribed	superior
mucus	psychiatry	suppository
nasal oxygen cannula	pulse	syringe
nasal oxygen catheter	pulse pressure	systolic
nasogastric	radial pulse	tape
nasogastric tube	rectal	temperature
nausea	rectal tube	therapeutic
needle	rectum	thermometer
nutrition	replace	tibia
obstetrics	respiration	tongue depressor
ophthalmoscope	retention	transfer

trendelenburg

tube

ulna

uniform

urinal

urinate

urine

vagina

vaginal speculum

virus

vital signs

void

walker

wheel chair

CAREERS MATCH GAME KEY S-1

- | | |
|------|------|
| 1. B | 5. F |
| 2. G | 6. E |
| 3. H | 7. D |
| 4. C | 8. A |

PUZZLE - CHILD CARE - KEY S-12

ABMOERQKNAMANOALV
 FHIJRHCHILDAUSEYCT
 FCIUJIMOYZRGAPYQW
 ADCLKKANNLMGBHHJZTT
 TEGHSMYKXOBBNASX
 STATETEACHERIGPRWST
 AEBDCPOPEAWPCJSFPTY
 TCFEZCQSRVWPQDETVOO
 FSORTMNRTOJERDJVOZ
 TVUWUSXYISTGFSKVUIT
 YZXIILLVZFIHEYNLFWOA
 DAPWKATTITUDEVCECTM
 EONXMOXWCFERVWHTSD8
 BRCYQGBQARDZYABRQRS
 DSEEFJDIILGGFGNODNT
 GIJFTXVKINDERGARTEN
 KHVGHWIHOBHJJKYLMQS
 OLLILOCMNAIMDZMOPSR

CHILD CARE WORD GAME KEY S-15

- | | |
|------------------|--------------------|
| 1. punishment | 14. mumps |
| 2. babysitter | 15. measles |
| 3. toddler | 16. play dough |
| 4. puberty | 17. nursery school |
| 5. play | 18. tricycle |
| 6. emotion | 19. parents |
| 7. siblings | 20. clothing |
| 8. temperature | 21. preschooler |
| 9. safety | 22. television |
| 10. lukewarm | 23. smile |
| 11. pediatrician | 24. hot |
| 12. illustrated | 25. creative |
| 13. movement | |

CHILD CARE WORD JUMBLE PUZZLE KEY S-16

1. child abuse
2. chicken pox
3. mumps
4. influenza
5. rubeola
6. rubella
7. scurvy

Child Diseases

PUZZLE - FABRICS - KEY S-24

BROADCLOTHETSRXDSNO
 OPNODOTTEDSWISSNUNP
 FTIIGABARDINEOMAECC
 GINGHAMRASLLUIRDAO
 TVIBRATQYGRNFPSECR
 TXYXNSRQOGLLECTCGD
 YCCXGXBRLRAPCPHOLDU
 QACPIYGOGVEGTADSR
 FLANNELTANRERLPTXO
 BITCTNHXYHNDQRLSHPY
 ACNVPPACEDAONIATPT
 KODOKPBDFFFLPPSBABU
 POVELVETEENEGUXOENY
 QCBSTLSTAPDENIMXGW
 DOUBLEKNITLAPSCFVX

CLOTHING CROSSWORD PUZZLE KEY S-27

ACROSS

1. tension dial
3. head
5. needle
7. bobbin
8. take up lever
10. stitch regulator
11. spool pin

DOWN

1. throat plate
2. stitch control dial
4. hand wheel
6. feed dog
9. presser foot

CLOTHING WORD JUMBLE PUZZLE KEY S-28

- | | |
|-------------|------------|
| 1. Jacket | 6. Gloves |
| 2. Sweater | 7. Slacks |
| 3. Raincoat | 8. Shoes |
| 4. Boots | 9. Shirt |
| 5. Hat | 10. Blouse |

Clothing articles

MATCH GAME KEY S-29

- | | |
|-----|---|
| 1. | G |
| 2. | I |
| 3. | B |
| 4. | C |
| 5. | D |
| 6. | E |
| 7. | F |
| 8. | J |
| 9. | A |
| 10. | H |

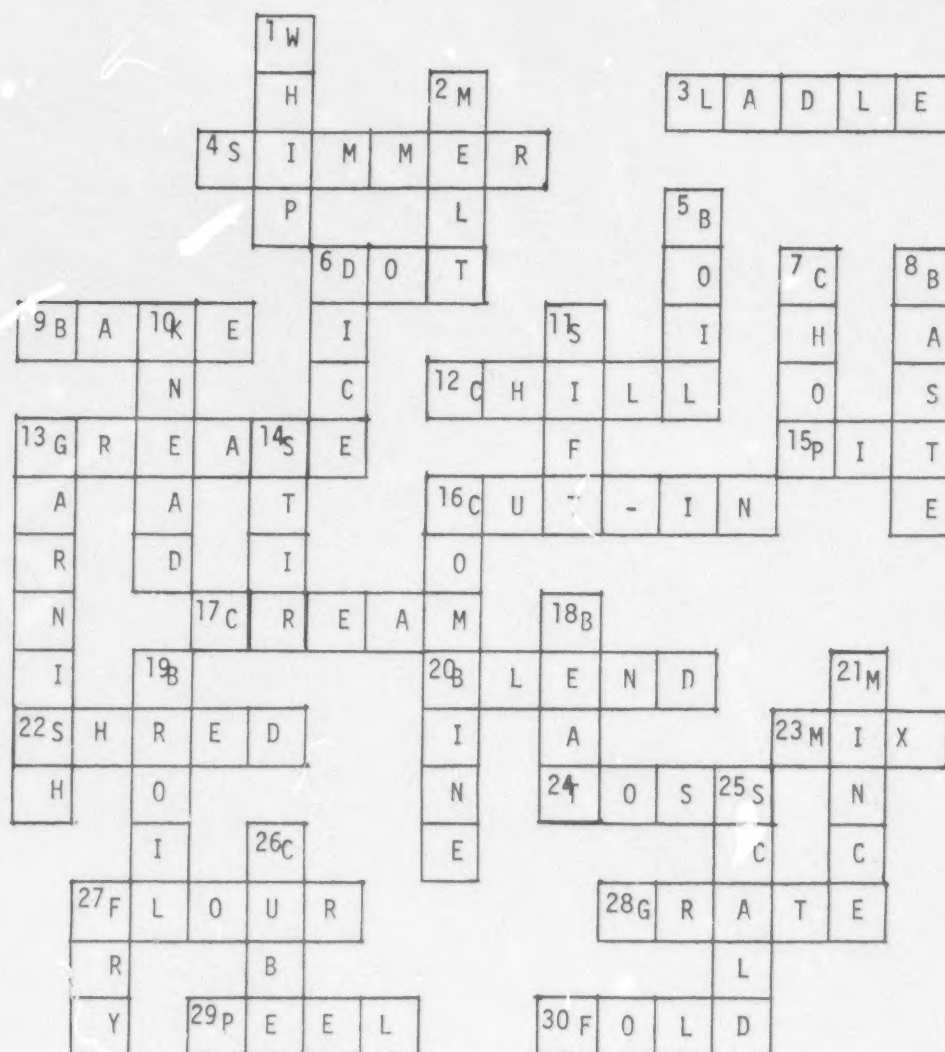
FIND A PAIR KEY S-34

- | | |
|----|---|
| 1. | B |
| 2. | A |
| 3. | C |
| 4. | G |
| 5. | F |
| 6. | D |
| 7. | E |

MATCH GAME KEY S-35

1. B I D
2. I
3. C
4. E H
5. F
6. G
7. A
8. A

FOODS CROSSWORD PUZZLE S-43



FOODS CROSSWORD PUZZLE KEY S-45

ACROSS

1. proteins
4. fat
6. minerals
8. vitamins
9. carbohydrates
11. thiamine

DOWN

1. phosphorus
2. iron
3. calcium
5. amino acids
7. niacin
10. riboflavin

FOOD WORD JUMBLE PUZZLE KEY S-48

1. fish
2. milk
3. vegetable
4. cereal
5. protein
6. poultry

basic four

FOODS CLOZE INVENTORY KEY S-51

- | | | |
|--------------|---------------|-------------|
| 1. just | 18. and | 34. and |
| 2. general | 19. cooperate | 35. is |
| 3. you | 20. diet | 36. is |
| 4. style | 21. from | 37. all |
| 5. cannot | 22. groups | 38. that |
| 6. or | 23. good | 39. every |
| 7. their | 24. give | 40. taste |
| 8. their | 25. bright | 41. No |
| 9. manage | 26. teeth | 42. equally |
| 10. in | 27. isn't | 43. to |
| 11. charm | 28. that | 44. served |
| 12. interest | 29. eat | 45. liking |
| 13. people | 30. the | 46. Good |
| 14. doesn't | 31. the | 47. of |
| 15. jar | 32. person | 48. to |
| 16. from | 33. and | 49. good |
| 17. your | | |

FOOD MATCH GAME KEY S-52

1. K
2. A
3. J
4. I
5. C
6. H
7. G

8. E
9. F
10. B
11. D
12. L
13. N
14. M

GOLDILOCKS UP-TO-DATE KEY S-56

1. 3 oranges
2. 13 grapefruit
3. 4 C
4. 7 D
5. 11 rick s
6. 8 proteins
7. 14 vitamin A
8. 2 calcium

9. 5 milk
10. 15 calcium
11. 6 phosphorus
12. 12 D
13. 10 iron
14. 9 dried prunes, apricots
15. 15 raisins, dates
16. 1 K

NUTRITION CLOZE INVENTORY KEY S-57

1. just
2. general
3. you
4. you
5. be
6. handsome
7. outlook
8. good
9. to
10. physical
11. and
12. in
13. people
14. doesn't
15. jar

16. from
17. your
18. and
19. cooperate
20. diet
21. from
22. Groups
23. good
24. give
25. bright
26. teeth
27. isn't
28. that
29. eat
30. the

31. the
32. person
33. and
34. and
35. is
36. is
37. all
38. that
39. every
40. taste
41. No
42. equally
43. to
44. served
45. liking

PIE PASTRY CROSSWORD PUZZLE KEY S-58

ACROSS

2. golden
3. blender
5. fold
7. crumbly
11. shortening
12. peas
13. center
15. tender
16. two
19. pastry

DOWN

1. holes
4. eighth
6. oil
8. ungreased
9. whites
10. one
14. sticky
15. tough
17. little

PUZZLE - HOME FURNISHINGS - KEY S-63

ACUPBOARDCEGHJLMOO
FLEDEAJHIGDESKFDBA
COORDYCGVTUVEXYZAB
DPSXZDJARSWAMLOAB
KEOTWAEINIGHTSTAND
PITNUYBFHAUWQPOALDR
TMXCHAIREVECNMBAMA
MLZHWJKLDXAALKLPW
NKYAXILAMPQBJIEAWE
AJWIYHGMRTUIHGERSR
AIVSOFANSLYNFEAPPS
BHVEZCBOTLWEDPLEPE
CGQFAAEPUDATCBACHE
EFQPCBFQWXYZACDEF

HOME FURNISHINGS WORD SEARCH PUZZLE KEY S-64

ACABONRCXSTERS
CBATHTUBPHANAT
AWALLSOCSDODCA
EDRFBAPSTWATDI
FAORBSINKEQABR
UOCTRLASQRBFW
RRATTICBCDELGA
NXCWGNUSEDERY
ICEIHTIWPGRCOF
TICIQNTMLABODSL
UMLBDSNFTHOEEQ
RMILOCEGITHATO
ECNEWDYCOMDSRR
BGGCAECSSXRSMO
EEXCCFDRTOBRNS
FDOORGEPORCHPT
GGERCHGPPCCXQA

HOUSING WORD JUMBLE PUZZLE KEY S-66

1. bedspread
2. draperies
3. pillow
4. mattress
5. springs
6. blanket
7. quilt
8. lamp
9. chest
10. chair

bedroom articles

FIND A PAIR KEY S-67

1. E
2. D
3. A
4. H
5. G
6. C
7. B
8. F

FURNISHINGS YOU DON'T SAY KEY S-69

- | | |
|----------------|--------------------|
| 1. hallway | 7. recreation |
| 2. stairs | 8. attic |
| 3. kitchen | 9. laundry |
| 4. bedroom | 10. ballroom |
| 5. bathroom | 11. breakfast room |
| 6. living room | 12. pantry |

GROOMING WORD SCRAMBLE KEY S-71

- | | |
|-------------|----------------|
| 1. grooming | 14. deodorant |
| 2. health | 15. breath |
| 3. posture | 16. exercise |
| 4. beauty | 17. rest |
| 5. face | 18. toothbrush |
| 6. bath | 19. feet |
| 7. diet | 20. food |
| 8. skin | 21. poise |
| 9. soap | 22. cosmetics |
| 10. clean | 23. hair |
| 11. teeth | 24. hair style |
| 12. comb | 25. weight |
| 13. brush | |

WORD SEARCH PUZZLE KEY S-76

XASGHTARZTTJNC
 RDHJUQFZAFSLAN
 CMUTCERXINOPSA
 DRUMATAAOISPOR
 OPTCTDIQUDVJGF
 EANEHCLDINTSAD
 BLQAEWCYNESIISD
 AELATJUSXWVITTA
 ZBUTENEMAUORL
 FFOERIGNECURIB
 PNOITNETSIDVCP
 QOXYGENPENUCCDO
 UIJCFADCCENIRU
 OUTPUTBZEKATNI
 SPROUDYAFCNMUK
 PADMUNEALUNNAC

BASEBALL KEY S-77

1. low sodium
2. low fat
3. low calorie
4. soft (mechanical)
5. regular
6. diabetic
7. bland
8. clear liquid

BINGO KEY - DEFINITIONS FOR CALLER S-78

- | | | |
|-------------------|--------------------|-----------------|
| 1. percussion | 11. defecate | 21. vital signs |
| 2. blood pressure | 12. mitered corner | 22. apnea |
| 3. Cheyne-Stokes | 13. nutrition | 23. calorie |
| 4. deep | 14. expectorate | 24. suppository |
| 5. health | 15. flatus | 25. lavage |
| 6. asepsis | 16. gavage | 26. distention |
| 7. ambulatory | 17. decubitus | 27. transfer |
| 8. oral | 18. emaciation | 28. dilate |
| 9. therapeutic | 19. void | 29. contract |
| 10. sterilization | 20. senile | 30. urinate |

CROSSWORD PUZZLE KEY S-79

1. stethoscope
2. sphygmomanometer
3. otoscope
4. percussion hammer
5. autoclave
6. ophthalmoscope
7. pick-up forceps
8. thermometer
9. mask

WORD JUMBLE KEY S-80

1. thermometer
2. catheter
3. stethoscope
4. suppository
5. nasogastric
6. decubitus

WORD SEARCH PUZZLE KEY S-82

1. IV
2. bladder
3. intake
4. tube
5. catheter
6. kidney
7. cc
8. urine
9. output
10. distention

CMUTICERXIKQPSA
 DRUMATAAOISXOR
 OBICITDNQUVOGE
 ELNEHUCDONTSSD
 BAQAEWCYNESJAD
 AFGHTSUXVYVTTA
 ZBUZENYZUTOZL
 FFOERIGNECUKIB
 PNOITNETSIDYCP
 QNXGOYEAENUCDO
 UIJCFAUOCENIRU
 OUTPUTBZEKATNI

MATCH GAME I Key S-84

1. C
2. F
3. E
4. D
5. H
6. G
7. B
8. A

MATCH GAME II Key S-85

1. D
2. B
3. A
4. C

MATCH GAME III Key S-86

1. J
2. H
3. D
4. F
5. B
6. G
7. C
8. E
9. A
10. I

MATCH THE DENTAL INSTRUMENTS KEY S-87

- A. 11
- B. 2
- C. 7
- D. 5
- E. 8
- F. 4
- G. 6
- H. 9
- I. 1
- J. 10
- K. 3

NAME THE TEETH KEY S-88

- | | |
|--------------------|---------------------|
| 1. 3rd molar | 9. central incisor |
| 2. 2nd molar | 10. lateral incisor |
| 3. 1st molar | 11. cuspid |
| 4. 2nd bicuspid | 12. 1st bicuspid |
| 5. 1st bicuspid | 13. 2nd bicuspid |
| 6. cuspid | 14. 1st molar |
| 7. lateral incisor | 15. 2nd molar |
| 8. central incisor | 16. 3rd molar |

HEALTH - SAMPLE DRAWINGS KEY S-90

- | | |
|------------------------------------|------------------------------|
| 1. Graduate | 26. Test tube |
| 2. Bath thermometer | 27. Urine specimen container |
| 3. Wash basin | 28. Heel protector |
| 4. Soap dish | 29. Elbow protector |
| 5. Towel | 30. Enema bag |
| 6. Emesis basin | 31. Bedpan |
| 7. Rubber gloves | 32. Urinal |
| 8. Tongue depressors | 33. Fracture bedpan |
| 9. Walker | 34. Foley catheter |
| 10. Wheelchair | 35. Bedside commode |
| 11. Stretcher | 36. Otoscope |
| 12. Foot stool | 37. Ophthalmoscope |
| 13. Crutch | 38. Hot water bottle |
| 14. Syringe and needle | 39. Ice cap |
| 15. Nasal oxygen catheter | 40. Ice collar |
| 16. Mask | 41. T-binder |
| 17. Nasal oxygen cannula | 42. Double T-binder |
| 18. Oxygen tent | 43. Toothpaste |
| 19. Linen hamper | 44. Tooth brush |
| 20. Mercury sphygmomanometer | 45. Heart |
| 21. Aneroid sphygmomanometer | 46. Lungs |
| 22. Stethoscope | 47. Autoclave |
| 23. Rectal thermometer | 48. Patient identification |
| 24. Oral thermometer | 49. Radial pulse |
| 25. Pick-up forceps in a container | 50. Brachial pulse |

WORD SEARCH PUZZLE KEY S-93

E	F	P	L	A	T	E	G	Z	K	M	Z	J	O	L
S	W	O	O	B	X	B	B	K	N	I	F	E	R	O
P	A	A	X	A	J	M	C	B	U	S	B	O	Y	M
O	I	V	I	O	H	M	P	I	Y	A	N	C	A	B
O	T	W	U	T	L	O	Q	B	B	L	G	S	Z	Z
N	R	B	J	M	E	W	S	U	S	Z	C	A	J	K
M	E	M	U	O	D	R	E	S	F	S	O	S	O	O
S	S	R	J	C	R	H	R	K	B	H	O	T	R	K
P	S	V	C	P	T	L	D	E	M	S	K	L	F	L
T	K	D	H	J	L	K	S	M	E	N	U	C	O	M
H	O	S	T	E	S	S	Z	C	X	H	K	R	R	O
O	T	I	O	C	T	L	M	X	C	U	P	J	K	C
S	A	U	C	E	R	S	A	S	K	R	M	P	D	N
T	R	F	T	P	Q	R	S	F	C	K	Z	C	O	P
O	O	O	X	K	W	W	L	G	L	A	S	S	M	O

CAREERS MATCH GAME KEY S-94

1. H
2. I
3. E
4. C
5. A & B
6. F
7. G
8. D

WORD JUMBLE PUZZLE KEY S-96

1. menu
2. tray
3. napkin
4. salt
5. pepper
6. knife
7. fork
8. spoon
9. plate
10. glass

HOTEL/MOTEL CROSSWORD PUZZLE KEY S-100

ACROSS

1. ballroom
3. restaurant
5. barber shop
7. tennis court

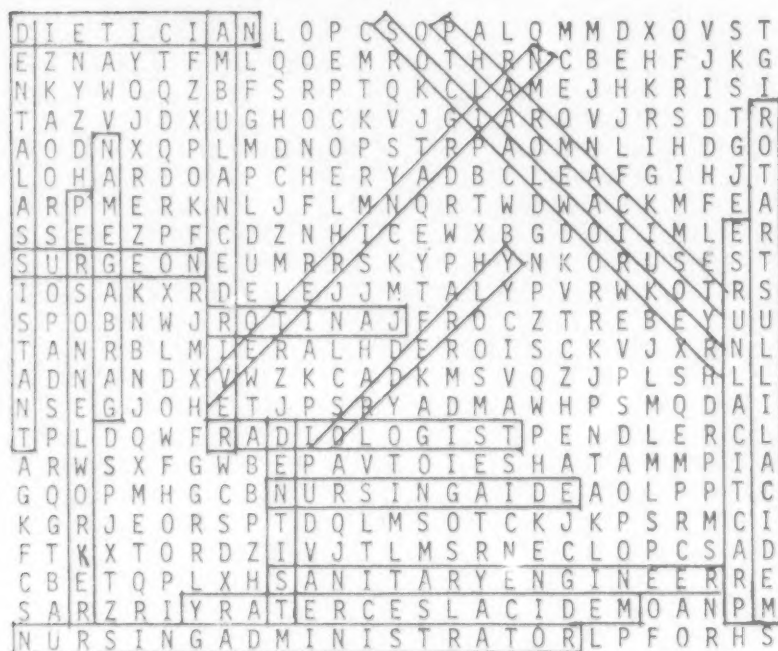
DOWN

1. bar
2. shops
4. beauty shop

HOTEL/MOTEL OCCUPATIONS BASEBALL KEY S-101

1. maid
2. telephone operator
3. maintenance worker
4. housekeeper
5. security guard
6. room service
7. lifeguard
8. caterer

SERVICE OCCUPATIONS WORD SEARCH PUZZLE KEY S-106



PUZZLE - TEACHING - KEY S-110

TEACHER ROUTE FBA PLTUST
 FNBRK GOTO CEABOKALYBC
 FGDAEP UO M OETHSCKBTB
 QLHITCTESMGSRGLWIBC
 FITAPQILANE BNSWRESKL
 ESABCONDEUDFGHIJKRLM
 SHMASTERSNNOPQRST EUV
 SXWQZLABONLDEFGHIJVK
 ILMNOLPSOCIALSTUDIES
 OORSTIUSVWAPYZABNCC
 NDEFGKHITJRI LMUOP
 AQRSTSUBJECTUVCWXYZA
 LB CDEFGHXICJLLMNOPQ
 RSTUVWXYTZAIBCKEFGH
 IJKLMNBOPQRSABCDERFG
 OHJKLOMNOPQRSTUVPX
 ABCDOHEALTHEFGIAIJKL
 OPEKSTUVABCDEFQZIABC
 HOME ECONOMICSGCEMOH

TEACHING WORD JUMBLE PUZZLE KEY S-111

1. professional
2. license
3. certificate
4. homework

teacher

POLICE WORK BASEBALL KEY S-113

1. Boston, 1838
2. more than 330,000
3. traffic, patrol, criminal, investigation, headquarters work
4. particular section of town the officer is assigned to cover
5. in large congested cities where a car cannot go
6. right to remain silent
right to an attorney
7. emotional stability
able to work under pressure
good physical condition
strong sense of responsibility
8. varied work
better chance for advancement

PUZZLE - SOCIAL WORK - KEY S-115

BRESOURCEFULNESS
 CASDFGHJKLQWAEPP
 TYUIOPZXCVBNTMAE
 SDFYGHJKLQWEIRTC
 YUIOPZXCVBNTMAE
 SDFNGHJKLQWEIRTC
 GHTEJRKROWESACKL
 ASDGFGBCDOPRLRTI
 ROTARTSINIMCABCZ
 EABNORCDASDFSSCE
 CNOPQRSTUUVWXSAB
 ICDEBSALARYFGCEHR
 FIJKRLMNCPOQCESE
 FTUVEWXYZABCITDH
 OEFCKHIJKLMNANOC
 EPQRRSTUVWXYTUZR
 LABJODEFGHIJILKA
 OLMNWOPQRSTUCOVE
 RWXYLAICOSFONVZS
 AAB CDEFGHIJKLMNE
 PROBATIONOFFICER

SOCIAL WORK WORD JIMBLE PUZZLE KEY S-116

1. agency
2. program
3. casework
4. salary
5. administrators

social workers